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# The Modern Language Journal

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# The Modern Language Journal

STAFF, 1945

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SIMPSON, LURLINE V.—Ph.D. (Univ. of Washington). Associate Prof. Romanic Languages, Univ. of Washington. Director of Teachers' courses in French and Spanish. Engaged in "In-Service Teacher Training Program" under State Dept. of Public Instruction.

ATKINSON, CARROLL—See March 1945 issue.

LELAND, MARINE—Ph.D. (Radcliffe); high school teacher, instructor in Summer School of Western Re-

serve Univ. Two years in France as Co-Director of "Smith College Junior Year in France." At Smith College since 1924; at present Assoc. Prof. of French Lang. and Lit. Inaugurated course in French Canadian Civilization and started library collection of French-Canadian books. Was chairman of North America French Lang. and Lit. Group of MLA. In 1942 elected corresponding secretary of Montreal Historical Society. Traveled extensively in Canada on grant from Institute of Current World Affairs. Now at work on book, *Modern French Canada*. Frequent lecturer and contributor of many articles on French Canada.

LEVY, BERNARD—Ph.D. (Columbia) Ass't Prof. of Romance languages at City College. Formerly supervisor of the Foreign Language and Area Dept. of the ASTP unit at City College. Supervisor of Adult Education in the Evening Session.

HUEBNER, THEODORE—See February 1944 issue.

RICE, WINTHROP H.—See December 1944 issue.

NOTE—Readers are reminded that the relative order of articles in the *Journal* does not necessarily carry implications as to the comparative merits of contributions. The *Journal* is equally grateful to all its contributors, past, present, and potential, for their co-operation.

## *What Others Think of Us*

H. C. OLINGER

WE TAKE pleasure in adding these new testimonials to our already long series of statements on the status of the teaching of modern languages in post-war education.

The responses from educational experts such as Dean C. S. Yoakum of the School of Graduate Studies of the University of Michigan and Professor Karl W. Bigelow of Columbia University and from prominent officials such as Dr. George F. Zook, President of the American Council on Education and Dr. Guy E. Snavely, Executive Director of the Association of American Colleges, continue to be most encouraging. These answers to our inquiry show that the educational world is conscious of our problem and lead us to hope that languages will finally hold their rightful place in our post-war curricula.

November 2, 1944

MY DEAR MR. OLINGER:

It did not seem to me at the time that a symposium of attitudes was going to jar the modern language people out of their ruts. I am still dubious. It is a slow process to get some to realize that another language could be used for purposes outside literature.

The importance of another language seems, to me at least, self-evident. The arguments have been made cogently; some overenthusiastically. The problem is to make the study of the foreign language as interesting to the student as music notation or shopwork, and as currently significant. Among its many values, language is a social factor. Another language, not native, is basic to becoming acquainted with a different culture. Since this is a long process, at least one other language should be woven into the fabric of the social sciences from the beginning of their study. The humanities have usually done so. If we make language study vital it will persist.

Sincerely yours,

C. S. YOAKUM  
Dean

February 13, 1945

DEAR DR. OLINGER:

I have read your letter and the enclosed reprints of the *Modern Language Journal* thoughtfully and with interest. Taken together they present one with a significant though a difficult problem.

Your correspondents emphasize the desirability of a great increase in the number of Americans who can and will read and speak one or more

languages other than English. They urge a variety of reasons: personal cultural and vocational interest, national economic advantage, contribution to international understanding. They stress by name the importance of: Portuguese (7 mentions), Spanish (6), French (5), Russian (4), German (4), Italian (3), Chinese (2), Japanese (2), and the languages of Holland, Belgium, Norway, Denmark, Greece, Arabia, and the East Indies (1 mention each). You for your part draw the conclusion that after the war "We shall need young men in all occupations equipped with the knowledge of one or two foreign languages." You then declare that "Most specialists in modern languages are agreed that any language worth learning requires four to six years," that "The short two-year course previously conceded to the languages will not suffice in the new conditions of the post-war world."

The problem that emerges, of course, is how to arrange things so that a sufficient proportion of high school and college students will choose one or more from the somewhat overwhelming list of languages proposed and then will study them for the period that must be considered a minimum if they are to study them advantageously at all. The time demand even in the case of a single language is obviously heavy. For students not expecting to go to college it is required that they should begin in their freshman year of high school and continue the same language until graduation. Since this will already take a fifth to a quarter of their time, it is evident that a second language is for them virtually out of the question: The other educational needs of youth could scarcely be met in from but a half to three-fifths of the period allotted to high school study. Students planning to go on to college had also obviously better have at least four years of one language in high school and if they wish to add another they might well consider starting it in their junior years—though to do so is likely to require sacrifice of alternative opportunities of very great importance and appeal. (If three-fifths of the program of grades 9 and 10 and two-fifths of that of grades 11 and 12 are to be given to "common learnings" as proposed by the Educational Policies Commission in their recent book, *Education for All American Youth*, such an arrangement as I have just been discussing would require the use of all but one of the remaining periods each year for language study. This would allow for very little attention to be spread over such subjects as Art, Music, Science, Mathematics, Literature, Special Social Studies, Crafts, and Home Economics.)

I should expect you would wish to see a college student take at least two consecutive courses in a language begun in high school—even if it had been there studied for four years. Had he had two years of a second language prior to matriculation evidently he would have to continue this for at least two—and preferably four—more years in order not to lose his existing investment. Had he had but one language in high school the question would arise as to

whether he had not better start a second language as college freshman with the understanding that if he did so he must plan to continue it until graduation. Conclusion: The one-language college student would devote from twelve to twenty-four semester hours to language, the two-language student from twenty-four to forty-eight; the proportion of his college course thus allocated ranging from one-tenth to two-fifths.

Now let us consider how such a degree of time investment in the study of foreign languages might be brought about. We must, I think, begin by abandoning any idea of employing compulsion at the high school level: that is, inclusion of foreign languages in any core of courses required for the purposes of general education. Should we press for compulsion on the college level working through either admission or graduation requirements or both? I, myself, should say not: I do not believe the colleges universally will adopt any such requirement and frankly I do not believe they should. The arguments in favor of language study are strong for many Americans—but so are the arguments for other subjects. If it were deemed of any value to include up to a year of a foreign language in a core program, I should want to consider the idea carefully and sympathetically, but four to six years shuts off the possibility of too many worthy alternatives.

I conclude then that the method of increasing language study both must and should be that of rational persuasion and that it may be reasonably hoped to increase but not to universalize such study. It is, however, difficult to persuade students to launch on a course of study as extended as the effective learning of a foreign language requires for reasons as remote to most individual high school and even college students as those so eloquently expressed by your correspondents. This is all the more true since the same reasons can be marshalled in favor of other courses: The desire to be cultured, to be vocationally prepared, to help strengthen our national economy, and to promote international peace, each support once they are raised the impulse to engage in a variety of studies from amongst which choices must be made, and few of these choices require commitment of from four to six years to a single subject, so the persuasion must be particularly powerful!

It is my judgment that no method of action will prove as effective in service of the ends under special consideration as that of improving the teaching provided in the cases of the foreign languages. This calls for better teachers with better methods of arranging and presenting their subjects. Such better teachers will be persons who not only can read, write and speak foreign languages fluently but who also are living proof of the values that are declared to come with such ability. They will also be persons who understand young people, who appreciate their problems and needs generally, who can communicate with them, help them, and earn their regard as persons. Consequently, they will be interested and competent participants in

the general planning of educational programs, not restricting their energies to their special fields. Such teachers—and I do not, of course, at all imply that none now exist—will be able to command the sympathetic support of their colleagues and the eager attention of their students in such degrees as to make quite certain a great increase in the effective study of foreign languages. As this takes place and as more and more persons find from their own experience that such study does indeed provide the rewards that are promised for it, the problem with which we are concerned will at least be greatly reduced.

There must remain, however, throughout the foreseeable future a special difficulty relating to the variety of languages which it can reasonably be hoped may be offered in high school and colleges. I have in mind, of course the very considerable number of different languages the study of which is recommended by your correspondents. The implication is that students everywhere should be given a wide choice. If, however, we take our stand on the provision of extensive instruction by teachers of first-rate preparation, we must expect to be forced by technical considerations to concentrate upon the offering by any particular high school or college of a relatively limited range of languages. If high school students for example are to have four years of any language, courses at each of the four grade levels must be offered each year. This will require nearly the full time of one teacher. While that teacher might also alternate offering a first and second course in an additional language so far as schedule is concerned, such a proposal would raise questions as to the likelihood of his being adequately prepared for meeting the high standards of instruction that have been urged. I presume that if both languages were of the romance group this difficulty might be got over but scarcely otherwise. Since many high schools cannot—or at least believe they cannot—afford more than one or at most more than two full time language teachers, this means that no great range of language choice can be provided. At least it means this unless we are prepared to accept a pattern of the offering of one or two years of several languages by teachers indifferently prepared to teach at least some of them; and this we have—wisely I am sure—agreed to oppose. I should hope the language teachers of the nation were prepared to support considerations of quality even at the best, however awkward and painful, of a sacrifice of variety. In the long run that would appear clearly to the advantage of the great majority of all concerned—although it might well reduce election for the time being.

Of course, should it prove possible eventually for a foreign language to be learned sufficiently well to "suffice in the new conditions of the post war world" in less than four to six years my reasoning would require modification, but for purposes of my analysis I have naturally accepted your statements respecting the time factor. When I ruefully consider the net consequences in my own case of four years of study of French and four of German

I am constrained to consider that you have not exaggerated the demands. Certainly my investment of one year in Spanish was a total loss.

Sincerely yours,

KARL W. BIGELOW  
*Professor of Education*

AMERICAN COUNCIL ON EDUCATION  
744 JACKSON PLACE, WASHINGTON 6, D. C.

February 15, 1945

DEAR PROFESSOR OLINGER:

Replying to your letter of February 13th may I say that it seems perfectly evident to me that the passing of the isolation of the United States will quite naturally make it more and more desirable for an increasing proportion of our population to become acquainted with one or more foreign languages in the ordinary conduct of their vocational interests. Also there are always the great values which inhere in the general education of individuals who are competent in and are interested in the modern languages. I hope very much that you will continue to set forth the claims of this field of work for appropriate recognition.

Yours very sincerely,  
GEORGE F. ZOOK  
*President*

ASSOCIATION OF AMERICAN COLLEGES  
19 WEST 44TH STREET, NEW YORK 18, N. Y.

December 1, 1944

DEAR DOCTOR OLINGER:

Absence from the City on several trips for the Association has delayed my response to your request.

A well-rounded college education in the postwar era, as well as now and heretofore, will certainly demand courses in the modern languages. In spite of the pressure for emphasis on the sciences and social sciences, I believe the many faculty committees now working on the curricular changes will almost universally have the good sense to include foreign languages as "must" courses.

Faithfully yours,  
GUY E. SNAVELY

## *Unit Lesson in Extensive Reading*

JAMES B. THARP

*Ohio State University, Columbus, Ohio*

**EDITOR'S NOTE:** Professor James B. Tharp is one of the most indefatigable workers in the modern-language field. He has not confined his activities to holding administrative positions in our various linguistic groups but has contributed valuable textbooks, articles, monographs in French and Spanish. As professor of methodology at Ohio State University, he has conducted widely publicized and most helpful experiments in the techniques of modern-language teaching. We are grateful to him for his generous spirit of cooperation in accepting to treat one of our most difficult topics—the unit lesson in intensive reading.

**W**HEN the editor of this series of articles invited the writer to prepare material on the topic above, it was probably with malice aforethought that he declined to define or outline in advance the nature of the educational "unit" that would be the basis for the series. He must have argued that each of the authors of the various articles would be forced to dig up his own background of principles and that readers would thereby profit from the wide range of ideas displayed and developed.

Under this challenge the writer remembered two books on secondary education that have sections on foreign-language teaching. Usually, as you should know if you don't, educational experts illustrate their principles and techniques with beautiful examples taken from history or geography or from that "broad-fields course," the social studies. They carefully refrain from treading that nebulous ground of foreign-language teaching.

Morrison first published his epoch-making *The Practice of Teaching in the Secondary School*<sup>1</sup> in 1926, about the time the *Modern Language Study* was getting under way. No mortar-board theorizer was Morrison, for he had had the schools of a New England city, a state school system and for the previous six years the laboratory schools of his own university as a testing ground for his ideas. Moreover, his chapter on foreign languages had been read critically by the late Dr. Peter Hagboldt, already a stalwart in the ranks of foreign language educators, as his prolific textbook making and his precious books on methodology were eventually to demonstrate.<sup>2</sup>

Space will not permit a review of Morrison's theories on language teaching and there is no intent here to endorse or defend them. The reader may wish to examine Morrison's definition of "Free Reading" (pp. 496-7) or see what is meant by "The Reading Adaptation" (pp. 497-8), but the main contribution to this paper is Morrison's treatment of true learning products and in particular that of "The Learning Unit" (pp. 23-7). Here we find the defi-

<sup>1</sup> Morrison, Henry C., Professor of Education in the University of Chicago. U. of Chicago Press, 1926; revised 1931; 688 pages.

<sup>2</sup> Particularly his *Language Learning*, U. Chicago Press, 1937; and his *Teaching of German*, D. C. Heath, 1940.

nition of "a serviceable learning unit as a *comprehensive and significant aspect of the environment, of an organized science, of an art, or of conduct, which being learned results in an adaptation in personality.*" (pp. 24-5)

Let the reader ponder this educational gem, while we go on to a more recent book that deigns to honor foreign languages with professional attention. The sub-title of this book suggests that we might find here all we need as background to the educational unit. Billett's *Fundamentals of Secondary-School Teaching; with Emphasis on the Unit Method*<sup>3</sup> grew out of the National Survey of Secondary Education<sup>4</sup> which Billett directed. This comprehensive study of the provisions being made by secondary schools in the United States for their pupils' individual interests and abilities reached two important conclusions. One was that schools claiming distinct plans for individualization—Dalton plan; Winnetka; Morrison; etc.—were often indistinguishable *in practice* from other schools. The second conclusion was that the most distinguishing feature of schools claiming to serve individual interests was the importance given to so-called "unit assignments." Consequently, the author's Chapter 16 comes through with a complete summary of the topic as "The Evolving Concepts of Unit Organization and of Teaching as Direction, Supervision, or Guidance of Learning." (pp. 459-503)

From this chapter let the reader refresh his knowledge of the unit as worked out by the McMurrays, by Miller, and by Morrison; or by Burk, by Washburne, or by Parkhurst; or contemplate the nature of the "project-problem," etc. Or let him study the conclusions of Billett in his 17th chapter where he gets down to cases with "Specimen Units and Unit Assignments in Primarily Academic Courses." Basic considerations:

"(1) Teaching includes the selection and organization of subject matter. (2) Criteria for the selection and organization of subject matter can be derived only from facts and assumptions concerning the nature of the individual and concerning the nature of the social order in which he is to participate. (3) When subject matter has been well selected and well organized for classroom presentation, the resulting plan will consist of two distinct but complementary sequences. (4) The first sequence will be a statement of the changes to be sought in the pupil's capacities for and hence tendencies toward behavior; and the second sequence will be a general plan for the guided and directed experiences by means of which the hoped-for changes may be brought into existence. (5) To any recognizable and carefully designated advance to be made by the pupils in the first sequence of the course, the term *unit* is applicable, meaning a *unit of learning*, not a topic or some external-thing-to-be-learned, but some definite change in the pupils' capacities for and tendencies toward behavior; and to the planned experience by means of which the teacher hopes the pupil will make a given recognizable and specified advance in the first sequence of the course, the term *unit assignment* is applicable, meaning a *unit of guided and directed experiences.*" (p. 504)

<sup>3</sup> Billett, Roy O., School of Education, Boston University, Houghton Mifflin Co., 1940, 671 pages.

<sup>4</sup> See the report of special investigator Helen M. Eddy, *Instruction in Foreign Languages*, U. S. Dept. of Interior, Office of Education Bulletin 1932, No. 17, Monograph No. 24, Washington, 1933.

The specimen units are organized into the following divisions or steps, (1) topic; (2) unit; (3) delimitation of the unit; (4) incidental and indirect learning products; (5) unit assignment; (6) problem; (7) project; (8) optional related activities; (9) core activities; (10) general study and activity guide; (11) special study and activity guide; (12) tests; and (13) list of materials and references. Obviously not all of these divisions are present in every lesson; the nature of the subject matter affects their use. For example the specimen unit in French reading uses only steps 2, 3, 5, 11 and 12. The unit, prepared by W. G. Wilkinson and E. Worth, students in Billett's seminar, is a "learning unit," more suitable for an intensive lesson than for extensive reading.

The writer has no intention of endorsing Billett's Chapter 12 on foreign language instruction. Moreover, there is no need to explain that his plump to the reading aim for high schools was based on pre-Pearl Harbor conditions and antedates the understandable scramble to the intensive G.I. oral approach.<sup>5</sup> For purposes of this paper on extensive reading the writer accepts as sound Billett's conclusion:

"Hence, if one accepts progressive development of the power to read the foreign language as the primary aim of secondary-school foreign-language instruction, it seems that one cannot escape accepting the extensive reading of graduated materials as the method suggested by basic psychological principles for the attainment of that objective." (p. 345)

In that which follows the reader must keep constantly in mind the difference between *intensive* and *extensive* reading. The former is a growth activity: vocabulary is being acquired in context and fixed by repetition; semantics is extending the raw word count; syntax and accidente as they affect meaning are being mastered; the "reading adaptation" is being established. Intensive reading is the climb to the hump; extensive reading is the breathing spell on the plateau. Through class-managed extensive reading the gear is inspected, the muscles flexed, in preparation for the down-hill coast to self-sustaining reading for profit and literary appreciation.

It must be remembered that extensive reading may and should be done

<sup>5</sup> In the November 1944 *Monatshefte für Deutschen Unterricht*, E. O. Wooley of Indiana University, ends a "must" article for professionally minded foreign language teachers, "Five Decades of German Instruction in America," with the following whimsical paragraph:

"The Army Program in language will for some time cause a desirable emphasis to be laid on oral practice. However, that influence will have so greatly diminished by 1950 that a new modern language investigation will be in order. Just as the Committee of Twelve in 1898 and the Modern Language Study in 1927 set reading as our principal objective in teaching the languages, so the new Study of 1950 will arrive at the same conclusion. The present writer is looking forward to it confidently and will be ready to register the proper surprise when the new Committee announces its discovery. It is manifest that the writer is an old reactionary and a confirmed pessimist. However, he hopes that the future for all language teaching in America will be brighter than he predicts it will be." (p. 370)

in class as well as outside school hours or in the library. When is a pupil actually reading? Morrison describes the symptoms:

"The teacher begins to observe the free-reading habits of pupils more closely, with the purpose of watching for signs of approach of the reading adaptation. Presently, he notes that a certain pupil becomes absorbed in books containing non-technical discourse of ordinary difficulty, the standard perhaps of a popular story written for the average reader in a modern language. The pupil shows little of the puzzled brow which is associated with deciphering, he seeks not for the lexicon nor for annotations. His features show much the same play of interest which is exhibited when he reads a similar English selection. We observe him as he turns the pages. He does so at intervals corresponding rather closely to what would be the case if he were reading his mother-tongue. As he turns the page, his eyes seek the upper lines and he reads on. He does not pause and gaze about the room as though he were summoning resolution for a fresh start. If we profile his application for twenty minutes, the result is a straight line with occasional momentary distractions. After several observations of this sort we feel confident that the pupil is reading. We may assure ourselves by observing the eye movements on one or more occasions. If they show the characteristic reading fixations, our first impressions are confirmed. We are further assured when we note that all the recent reading tests have shown few if any mistakes." (pp. 497-498)

Experienced teachers will ask questions about the pupil above: What is the preparation that has preceded? How skilled is the pupil when he reads intensively? What is the *word-density* (ratio of new words to running words of text) of the reading material and how does the story content meet the pupil's personal interests and attitudes?

There is no need to review here the enlightening studies by Buswell of the eye movements of a mature reader (it is not a question of chronological age) who is actually reading his native or a foreign language. Mere mention will suffice of the word-burden studies by Arthur I. Gates, Michael West, amply verified by scores of other workers, to the effect that a new "burden" word needs 50 or 60 known associative words to carry the meaning to the reader without enervating dictionary thumbing. Students of the psychology of reading know the best recipe for pupil interest: *surprise; action; humor; conversation; characters*; and above all, a *plot*; and they know how readers of all ages are intrigued by *animal characters*. (A pert wire-haired terrier almost stole the show in the movie, *The Thin Man*.) Finally it is a mere exercise of the actuary principle of expectancy to give priority to words and idioms of high statistical frequency, which by their proved recurrence in running text serve to provide the cushion of context needed in the doctrine of density.

In the old days schools observed the doctrine of "get ready for possible action" by having pupils learn notes and practice scales and arpeggios which *might* someday be met in a piece of music; by having pupils memorize words and practice conjugations that *might* someday be met in a foreign language story. Nowadays we say "learn by doing;" so we do not put off reading until a certain accumulated stock of vocabulary and grammar has been piled up in a dump (a military, not a sanitary expression). Neverthe-

less, continuing with the military figure of speech, we must take into account the stage of training and so it is better to try out green troops with a simple patrol before we commit them to a full scale offensive attack.

In the specimen lesson units that follow it is obvious that elementary units depend on the supply of simplified, graded materials which conform to the specifications above. Little choice is possible in topic and story content; the pupil must depend on the judgment of the textbook editor to simplify materials of widespread interest. The only alternative is for class room teachers to learn how to "write down" materials to meet their own local situations. This is a plug for more seminars and workshops in foreign language education to meet the demand for techniques and materials.

At a later stage, when the pupil has been "weaned" from doctored materials and can stand almost any diet, the work in extensive reading can consider broad "topics" and break them down into "units" of one or more "unit assignments." Hence the intermediate unit in Spanish takes the topic, "Our Latin American Neighbors" and proceeds to provide information and to create attitudes.

In choosing "*France Resurgent*" as the topic for the advanced French unit, there were available at least three epochs for this spiritual theme on the dominant will of a great people, a theme of which literary appreciation is merely a by-product. France "came back" after Napoleon, after the Franco-Prussian disaster, after World War I, as she will surely come back after this war. *France Resurgent* has been reflected in the French literature of each epoch.

There is no attempt at exhaustive study activities or lists of materials in the treatments that follow. Perhaps readers will be moved to "take pen in hand" to complete vital portions in letters to the Editor. Other basic readings might easily have been chosen instead of those given. The fact that these lesson units have been prepared by student teachers, with only advice and a modicum of revision by the writer, should satisfy the demand of the series that the plans be workable and be within the powers of classroom teachers to imitate. The writer acknowledges the collaboration of Mary Kathryn Selby for the elementary and advanced French units; of Marguerite Manaugh Gladden for the Spanish unit. Both are graduating seniors at Ohio State University.

#### *An Extensive Reading Unit in Elementary French*

*Preface.* The reading material of the average high school French textbook introduces the pupil to French life, family life in France, or French in the classroom situation. In planning an extensive reading unit, it seems worthwhile to introduce the pupil to some of the pleasures of foreign language study leading to the literary works of the language.

1. *The Unit.* Increase the reading ability of the pupil so that he may

learn to enjoy reading French. Enable the pupil to learn about and to appreciate French literature through acquaintance with it by study of representative pieces and authors. Increase vocabulary; this is not a primary aim, although material read should present as little vocabulary difficulty as possible. Learn more about French civilization through the reading and background material.

2. *Unit Assignment.* Each student will read:

(1) *Les Contes des Sept Sages*, edited by Hugo Giduz and Urban T. Holmes, Farrar & Rinehart,<sup>6</sup> 1938.

The stories, brought to France by the crusaders, modernized and simplified by the editors into a very small vocabulary, sustain continued interest by the device of seven postponements of the execution of a falsely accused youth while the king, his father, listens to the individual adventure tales of the boy's teachers, the Seven Sages of Rome.

(2) *Pierrille* (d'après Jules Clarétie), edited by Grace Cochran and Helen M. Eddy, Heath-Chicago Series, D. C. Heath, 1930.

A delightful little story of peasant life and love in *Périgord*, edited in the Michael West manner of word control and repetition.

Two weeks of class time will be spent on the reading and discussion of these two books. The students will read silently, the teacher giving help when it is needed. Those who have difficulty reading the books in the allotted time will be encouraged to do reading at home. Material about the author, time of action and location of the stories will be available in the classroom for those who finish early.

3. *General Study and Activity Guide.* Class discussion following the reading of each book. The following may be too detailed a study of literary values for simplified texts. However, it may be valid by helping pupils to feel that they are really getting into the language and are approaching the point of appreciating its literature. (a) Literary period of works; discussion of author's contribution to literature. (If author is not known, how this type of literary *genre* fits the pattern of the times.) (b) Discussion of characters; whether or not pupils think they are real people. (c) Milieu and social problems in the book that are found today. Any suggested remedies in the book. (d) Résumés of the story to be written by pupils and compared to see if each one has the main points of the story. (e) Dominating elements of the books.

4. *Special Study and Activity Guide.* Individual readings. Following the common reading of the two books, each student will select from the following list, after consultation with the teacher, one or more books which appeal to him. There should be more than one copy of each of these books available to the pupils so that several may read the same book if their interests lead that way.

<sup>6</sup> All publishers have offices in New York City unless otherwise given.

*5. List of Materials and References.*

- a. Bond, Otto F. *Graded French Readers*,<sup>7</sup> D. C. Heath (originally put out by U. of Chicago Press). Limp cloth, uniformly of 40–50 pages, each adding a quota of words and idioms to the accumulated vocabulary.
- I. *Sept d'un Coup* (from Dumas), 370 words and 41 idioms; II. *Aucassin et Nicolette* (Anon.), adding 214 words and 47 idioms; III. *Les Chandeliens de l'Évêque* (Hugo, from *Les Misérables*), accumulated vocabulary of 842 words and 130 idioms; IV. *Les Pauvres Gens* (stories by Maupassant, Daudet, Bazin and Bordeaux), accumulated vocabulary of 1106 words and 164 idioms; V. *L'Attaque du Moulin* (from Zola), completing an accumulated vocabulary of 1318 words and 201 idioms.

These five books are bound into one volume under title *Première Étape*.  
 b. Cochran, Grace; Eddy, Helen M. and Others. *Heath-Chicago Plateau Readers*, D. C. Heath. Bound in board; rising echelon of vocabulary.

I. *Si Nous Lisons* (15 very simple reading selections) and *Pierrille* are published as separate volumes or bound together under title *Basic French*. II. *Sans Famille* by Hector Malot (357 words). III. *L'Abbé Constantin* by Lucovic Halévy (570 words). IV. *Madame Thérèse* by Erckmann-Chatrian (1200 words). V. *Les Trois Mousquetaires* by Dumas (1700 words).

c. De Sauzé, E. B. and Dureau, Agnès. *Commencons à Lire*, Henry Holt.  
 Simple in vocabulary, idiom and grammatical constructions; not juvenile in content; connected reading, lively and intensely interesting.

d. Gurney and Scott (editors). *Oxford Rapid-Reading French Texts*,<sup>8</sup> Oxford Univ. Press. Each volume 64 pages; in sets of 4 books by Grades.

Lively, exciting stories based on the Vander Beke vocabulary, to allow quick, continuous reading at the earliest possible moment. Grade I uses a basic vocabulary of 1000 words and each succeeding grade introduces 100 new words in order of difficulty and frequency.<sup>9</sup>

*6. Optional Related Reading.*

*Civilization*

- Adams, George Burton. *Growth of the French Nation*.
- Creighton, Mrs. Louise. *Tales of Old France*.
- Gottschalk, L. R. *Era of the French Revolution*.
- Hills, E. C. and Dondo, Mathurin. *La France*.
- Nitze, W. A. and Dargan, E. P. *A History of French Literature*.
- Sedgwick, H. D. *France, A Short History*.
- Spink, Josette. *Le Beau Pays de France*.
- Stokes, Hugh. *French Art in French Life*.

<sup>7</sup> Similar series are available in Spanish, German and Italian. In each language additional books raise the vocabulary levels through intermediate to advanced levels.

<sup>8</sup> Similar series available in Spanish and German, rising by Grades.

<sup>9</sup> A similar arrangement of vocabulary gradation is in H. J. Russell's *Graded Spanish Reader* (Ginn & Co.), which assumes a 400-word basis and rises by 100-word levels at intervals throughout the book.

Strachey, G. L. *Landmarks in French Literature*.  
 Underwood, C. G. *Short History of French Art*.  
 Van Loon, Wilhelm. *The Story of Geography*.  
 Wright, C. H. C. *Background of Modern French Literature*.

### *Biography*

Beraud, Henri. *Twelve Portraits of the French Revolution*.  
 Curie, Eve. *Madame Curie*.  
 Gorman, Herbert. *The Incredible Marquis Dumas*.  
 Rosenberg, M. V. *Eleanor of Aquitane*.  
 Zweig, Stefan. *Marie Antoinette*.

### *Fiction*

Clement, Marguerite. *Once in France*.  
 Davis, W. S. *The Whirlwind*.  
 Dickens, Charles. *A Tale of Two Cities*.  
 Dumas, Alexandre. *The Black Tulip*.  
     *The Count of Monte Cristo*.  
     *The Man in the Iron Mask*.  
     *The Three Musketeers*.  
     *Twenty Years After*.  
 Gras, F. *Reds of Midi*.  
 Hugo, Victor. *Hunchback of Notre Dame*.  
     *Les Misérables*.  
     *Ninety-Three*.  
 Lansing, M. F. *Page, Esquire, Knight, A Book of Chivalry*.  
 Martineau, Harriet. *Peasant and Patriot*.  
 Malory, Thomas. *Mort d'Arthur*.  
 Maupassant, Guy de. *The Short Stories of Guy de Maupassant*.  
 Orczky, Emmusha (Baroness). *The Scarlet Pimpernel*.  
 Scott, Sir Walter. *Quentin Durward*.  
 Weyman, S. J. *Under the Red Robe*.  
     *Gentlemen of France*.

### *7. Optional Related Activities.*

- a. Pictures and reproductions of various art forms (sculpture, architecture, painting, music) may be shown to the class in illustration of the period covered by the books read by the pupils.
- b. Book reports of any of the optional readings.
- c. Dramatization of a short story or of a scene from a book.
- d. Dramatization or charades of events in French history.
- e. Talks on French government, geography, and history.
- f. Discussion or demonstration of French contributions to science.

- g. Program of French music related to materials read.
- h. Portrayal of stories by art-work or cartoons.
- i. Have a French movie shown to the class, or attend a movie about French life or people; examples, "Madame Curie"; "Life of Pasteur."
- j. Trip to the local art gallery.
- k. Dress dolls to represent costumes of a certain period of French history or of personnages in the stories read.

8. *Appraisal and Tests.*

As each pupil finishes a book he will be asked to fill out an appraisal form (see end of article, page 373), not as a method for grading his reading in French, but as a personal checkup, so that he will know whether or not he really understood what he has read.

Following the optional activities, and any others which would help to tie the unit together, a good evaluation of the work of the unit should be made by the pupils and the teacher cooperatively. Standardized reading and civilization tests could be given as a teaching device to show where the next unit could be more effective.

*An Extensive Reading Unit in Advanced French*

*France Resurgent*

(following World War I)

*Preface.* By the time the students reach a fairly advanced stage of French study an extensive reading unit calls for class work only in the preparation and assignment (i.e., in the choice of the unit topic, if it is a pupil-teacher-planned unit) and at appraisal stage.

1. *The Topic.* "France Resurgent." The spirit of France following the last war was one of determination to rebuild the nation and to do everything possible to make the recurrence of war impossible. The French people were anxious to return to the happiness of peace. The literature which came out in the period following the war exemplifies this spirit, but it also shows in some instances the disillusionment of those who had lived through the war and the hope for real international understanding and world peace. In the works which will be read in this unit, there are novels, plays, and poems, some written during and on the war period and some after the war, which show the spirit which existed following the war. Some of these authors leaned toward communism or socialism as the means of solving the problems of post-war France.

2. *The Unit.* Improve the reading ability of the students, so that they will learn to enjoy reading French literature. Teach something of the spirit of France following World War I. Acquaint the students with contemporary French civilization. Introduce contemporary French literature to the

students. Show how the literature of a nation is a mirror of the civilization and culture.

3. *Delimitation of the Unit.* Invite the class to read selections from the list of "Optional Readings" (Part 7 below), following which the class and the teacher will develop a large list of questions to which the reading of the unit should bring answers. Sample questions: What was the status of relations—business, political, cultural—of France with her neighboring nations as the war ended? In what condition was France with respect to her resources? What makes the French people so satisfied to live and die in their own country? What qualities in the French nation enabled her to come back so readily at previous times of difficulty? etc., etc., etc.

4. *Unit Assignment.*

a. Each student will read at least two of the books or collections listed below in Part 6, and as many more as possible.

b. A complete book review<sup>10</sup> will be written by each pupil on one of the books read, showing how it exemplifies the spirit which is being considered in this topic.

c. A statement of the other books read will be made by the students, including the personal reaction of the student to the book, the presence of any material showing the resurgent spirit of France, and any details the student cares to include.

d. Every student will be on a committee composed of those who have read one of the same books he has read. The individual student will be permitted to choose the committee on which he wishes to serve. The project of the committee will be to present the book in question to the rest of the class. Even though some of the other students will have read the same book, they will profit from the point of view of the presentation given by the committee.

5. *Special Study and Activity Guide.*

a. Presentation of a scene from one of the plays.

b. Dramatization of a scene from one of the novels.

c. Reading and interpretation of one of the poems.

d. Artistic portrayal of the book, by the plastic arts, painting, or construction.

e. Use of music to show the spirit of France as exemplified by the book being reported.

f. Charades based on the book.

g. Discussion of the contribution of the author of the book to the contemporary period of literature.

h. A report of the trends in contemporary politics upon the book in question.

<sup>10</sup> See end of article, page 374, for sample form of a book review.

- i. Influence of the book on science.
- j. Make arrangements for a film related to the book to be shown in class, or arrange a theater party to see the film at the theater.

6. *List of materials.*

Aragon, Louis. *Les Cloches de Bâles*.  
Barbusse, Henri. *Clarité*.  
Bordeaux, Henri. *Ménages d'après guerre*.  
Claudel, Paul. *Trois poèmes de guerre*.  
Dorgelès, Roland. *Les Croix de bois*.  
Duhamel, Georges. *Civilisation*.  
Giraudoux, Jean. *La Guerre de Troie n'aura pas lieu*.  
    *Siegfried* (play).  
    *Siegfried et le Limousin* (novel).  
Hermant, Abel. *Le Crémuscle tragique*.  
Maurois, André. *Les Silences du Colonel Bramble*.  
Ramuz, Charles Ferdinand. *Joie dans le ciel*.  
Rolland, Romain. *Clérambault*.  
Romains, Jules. *Verdun*.  
    *Journée dans la montagne*.  
    “Europe,” poetry in *Morceaux choisis*.  
Vildrac, Charles. *Chants du désespérément*.

7. *Optional Background Reading.*

Barrès, Maurice. *The Undying Spirit of France*.  
Chamberlain, Samuel. *France Will Live Again*.  
Cohen-Portheim, Paul. *The Spirit of France*.  
Du Genestoux, Magdeleine. *La France en guerre*.  
*Encyclopédie par l'image*. Part II, Vol. 5; Part III, Vols. 5 and 12.  
Kipling, Rudyard. *France at War*.  
Mackay, Helen G. *La France que j'aime*.  
Madariaga, Salvador de. *Englishmen, Frenchmen, Spaniards*.  
Michaud, Régis. *Modern Thought and Literature in France*.  
Peck, Anne M. and Méras, Edmond A. *France, Crossroads of Europe*.  
Prévost, Jean. *Histoire de la France depuis la guerre*.  
Raynal, Maurice. *Modern French Painters*.  
Siegfried, André. *France, a Study in Nationality*.  
Wilenski, R. H. *Modern French Painters*.  
Wister, Owen. *Neighbors Henceforth*.

8. *Optional Related Activities.*

- a. Report on any of the above books of optional reading.
- b. Debate: RESOLVED, that France followed an isolationist policy after World War I.

- c. Discussion of the philosophy prevalent in France in the period between the two wars.
- d. Discussion of why France fell in 1940.
- e. Report on modern French art.
- f. Program of French music of the contemporary period.

9. *Appraisal and Testing.*

After the presentation of the books read and some optional projects, the unit should be evaluated by both teacher and students. Standardized tests on reading might be given to show what progress has been made during the reading unit; a test on contemporary civilization would show the values of the unit in this respect. A summary made by the students in cooperation with the teacher would draw the work together. The résumé should close with an anticipation of other units which might be undertaken to complement the topic completed.

#### *An Extensive Reading Unit in Intermediate Spanish*

##### *1. The Topic. "Our Latin American Neighbors."*

Little comment is needed on the timeliness of this topic and its certain interest to North American pupils. Only a few items of the rich choice of materials are cited here as samples of the possibilities. Teachers will know how to get materials on the topic from the Office of Education, The Office of the Coordinator of Inter-American Affairs (and its successor), and the Pan American Union. Progressive teachers are learning how to secure materials from the countries in question. Besides publications there are rich resources of illustrative materials in posters, films and other audio-visual aids from the above sources and from Educational Service Bureaus and Inter-American Centers, which are scattered over the United States.

*2. The Unit.* Develop an understanding of the people of Latin America (who speak Spanish) and an appreciation for their achievements by learning something of the geography, history and government of each Latin American nation, and by learning as much as possible about the ideals, traditions, customs, dress, food, occupations, education and everyday life of the people.

##### *3. Delimitation of the Unit.*

(a) *Contributory Objectives:* Develop increased skill in reading Spanish; in speaking Spanish; in understanding spoken Spanish; in writing simple Spanish. Acquire a better knowledge of effective methods of attacking language problems. Develop increased ability to recognize and understand the idioms encountered.

(b) *Indirect Objectives:* Increased ability in the use of English; increased ability to cooperate with others; development of life interests; some degree of preparation for the understanding of Spanish literature; more efficient use of library facilities; development of some degree of international mindedness.

#### 4. Unit Assignment.

The materials include not only the readings in Spanish, but also background reading in English for those students who may desire further information. Current newspapers and periodicals in English and Spanish, published here and abroad, should be at hand. Each student will choose the books that he wishes to read from the lists below. The books are of varying degrees of difficulty, but enough very simple ones are included to prevent any feeling of frustration at the beginning. The number of books read will depend on the ability and interest of the individual student.

In the beginning it may be advisable to use a few periods for supervised study, in order to help the students develop efficient reading habits. They must learn to read rapidly, not word by word, or even sentence by sentence but by paragraphs. To be able to do this, they need to learn to recognize the meaning of new words from the context; to make use of cognates and near-cognates wherever possible; and to use the dictionary or end-vocabulary as little as possible. They should learn to re-read, rather than to translate, if the idea is not clear after a first perusal. This short period of help may anticipate many of the difficulties that they may have later in home or library reading and thus save much time and wasted effort.

#### 5. List of materials. A. Relatively Elementary References:

Crow, John A., *Spanish American Life*. Holt & Co., 1941.

Backgrounds; types and customs; experiences in daily life; brief selections from and about Spanish American life.

Frank and Lanks, *The Pan-American Highway*. Appleton-Century Co., 1942.

Gandia, Amador and Cohen, Philip, *Cuentos Fáciles*. Am. Book Co., 1932.

Original reading material, making use of history, biography, geography and other aspects of life in Spain and South America.

Grismer, Raymond L., and Arroyo, Cesar I., *Buenos Amigos, Buenos Vecinos*. Am. Book Co., 1943.

Daily life in Mexico.

Grismer, Raymond L. and Olmsted, Richard H., *A México por Automóvil*. Macmillan, 1938.

A travelogue based on actual experiences of the authors.

Holmes (ed.), *Mexico*. Wheeler Publishing Co., 1939.

Keniston, Hayward, *Reading Spanish*. Holt & Co., 1940.

Materials deal with information about the backgrounds of the present republics; descriptions written by Spanish Americans; and dramatic dialogues and stories by Spanish American authors.

Orozco, *Quince Centavos*. Henry Holt and Co., 1944.

Peck, *Young Mexico*. McBride Publishing Co., 1934.

Rioseco, Arturo Torres and Monguio, Luis, *Lector Hispano*. D. C. Heath, 1944.

A chapter for each of 16 Latin American countries.

Salomay, Lauderdale and Harrison, *Lindas Tierras de México*. Heath 1944.

Reading material dealing with eight of the ethnological and traditional *tierras* of Mexico, dress, fiestas, dances, cities, buildings, legends and history.

Stover, Frances Porter, *Encanto de México*. Macmillan, 1942.

Experiences; descriptions of interesting places.

Tardy, William T., *Easy Spanish Reader*. Dallas: Banks, Upshaw & Co. 1929.

The subject matter is centered on Mexico and on Spanish culture in Mexico and the United States.

Watson, Janes C. and Moore, Anne Z., *On to South America*. Holt, 1941.

Story of the experiences of two boys traveling in South America.

\_\_\_\_\_, *In Central America*. Holt & Co., 1943.

Tells of a visit to Central America by an American family. It pictures the people, customs and industries of these countries.

\_\_\_\_\_, *Juan, Un Joven de México*. Harper & Bros., 1942.

The story of a young Mexican boy who lives in a town near Vera Cruz. Portrays the daily life of the family.

Watson, Janes C. and Quinamor, Talia E., *South to Mexico*. Holt, 1939.

Story of the travels of an American family: a picture of Mexican life and customs.

#### B. More Advanced References:

Coates, Mary Weld, *Estas Américas*. Harper & Bros., 1944.

A senior high school book featuring biography, legends, human interest, fiestas, art, music, family life, etc. of Latin America.

Cornjn, J. H., *Cuentos Mejicanos*. Richmond, Va.: Johnson Pub. Co., 1925.

Stories from Mexican prose writers and dramatists.

Grismer, Raymond L., *Sailing the Spanish Main*. Macmillan, 1941.

Stories of the actual experiences of the author on a freighter trip around the Caribbean.

Jones, Willis Knapp and Hansen, Miriam M., *Hispanoamericanos*. Holt 1941.

Twenty-four stories by great Spanish American authors about typical Spanish Americans.

Orozco, Martínez, *Quince Centavos, o Un Día Bonarense*. (Edited by Harry Kurz) 1944.

A sort of Argentine *Life with Father*. The "fifteen cents" is the amount the "father's" accounts are short.

Rioseco, Arturo Torres and Morely, Edwin Seth, *Cartilla Mejicana*. F. S. Crofts & Co., 1938.

Series of pictures of life in Mexico, depicting the customs and accomplishments of the people.

Swain, James O., *Rumbo a México*. D. C. Heath, 1942.  
Travelogue emphasizing important phases of daily life in Mexico.

Tardy, William T., *Second Spanish Reader*. Dallas: Banks, Upshaw, 1930.  
Panoramic view of the history, natural resources and cultural development of Spanish America plus thirteen literary selections.

Tuchock, Edna H., *Trocitos Cómicos*. D. C. Heath, 1941.  
Playlets; sketches of everyday life.

Turrell, Alfred (Editor), *Spanish American Short Stories*. Macmillan, 1921.  
Stories by Latin American authors.

Ugarte, Manuel and Latorre, *Tres Cuentos Sudamericanos*. (Edited by Sturgis E. Leavitt) F. S. Crofts & Co., 1935.  
Contains a story centering about a revolution in Argentina, a tragedy of the sea, and a story of the mining district of Chile.

Walsh, Gertrude (Editor), *Cuentos Criollos*. D. C. Heath, 1941.  
Stories by representative Latin American authors.

#### 6. Optional Background Readings.<sup>11</sup>

Amner, F. Dewey and Staubach, Charles N. (eds.), *Revista de América*. Ginn & Co., 1943. An anthology from Spanish American Magazines.

Arciniegas, Germán (Translated from Spanish by Harriet de Onis and others), *The Green Continent*. Alfred A. Knopf, 1944.  
A comprehensive view of Latin America and its leading writers.

Brown, Harriet McCune and Bailey, Helen Miller, *Our Latin American Neighbors*. Houghton Mifflin Co., 1944.

Cutright, Prudence; Charters, W. W.; and Sánchez, George I., *Latin America, Twenty Friendly Nations*. Macmillan, 1944.

Frank Harry A. and Lanks, Herbert C., *The Pan American Highway*. Appleton-Century Co.

Holmes, Burton (Editor), *Mexico*. Chicago: Wheeler Publishing Co.  
Description; over one-half pictures.

Inman, Samuel Guy and Castaneda, C. E., *A History of Latin America for Schools*. Macmillan, 1944.

Inman, Crow and others (Ralph Hancock, editor), *Latin America*. Americana Corporation, Latin American Division, 1943.  
An authoritative reference compiled from the latest edition of the *Encyclopedia Americana*.

Knight, W. E., *Norte y Sur*. Richmond, Va.: Johnson Pub. Co., 1924.  
Articles on each country of the western hemisphere.

Muller, Walter J. and Mosher, Roy E., *Hispanic Civilization*. Globe Book Co., 1938.

<sup>11</sup> For rich source of materials analyzed and evaluated see *Latin America in School and College Teaching Materials*. Washington: American Council on Education, 744 Jackson Place, 1944. 494 pages. \$3.00.

Geography, history, description, short biographies of authors, painters and composers.

Navarro Y Marca, P. Carlos, *Compendio de Historia HispanoAmericana*. (Edited by House and Castillo) Chicago: Scott, Foresman, 1925.

Peck, Anne M., *Young Mexico*. McBride & Co.  
Describes Mexico from the standpoint of boys and girls: their holidays, school life, daily life, surroundings and amusements.

Rippy, J. Fred and Perrigo, Lynn I., *Latin America, Its History and Culture*. Ginn & Co., 1944.

Violich, Francis, *Cities of Latin America: Housing and Planning to the South*. Reinhold Publishing Corp., 1944.

#### 7. Appraisal and Testing.

From time to time the teacher will need to test to find out whether students completing a selection have read it with the desired degree of comprehension. One test may be to have the student give a brief oral report or read a written report in class. This will probably have to be done in English at the beginning, but later when the class has acquired sufficient vocabulary, these reports should be given in Spanish. This will give the speaker an opportunity for oral practice and the rest of the class an opportunity to improve auditory comprehension. Some students may wish to dramatize their reports as a group, or they may prefer to read interesting and pertinent excerpts from their selections.

Informal objective tests over all the materials reported on in class should be given at convenient intervals. Each student may be required to make up a short test of simple completion-type exercises over his own report. The teacher could make use of these in writing his own tests. These tests will encourage careful listening and note-taking. They will also enable the teacher to evaluate his teaching and to make any changes in method that may be needed to increase the effectiveness of his teaching.

#### FORM FOR APPRAISAL OF EXTENSIVE READING BOOK

1. Title \_\_\_\_\_ Publisher; date \_\_\_\_\_
2. Author (biographical data) \_\_\_\_\_
3. Time of action \_\_\_\_\_ Place \_\_\_\_\_  
Economic and social levels treated \_\_\_\_\_
4. Word portrait of one or more of principal characters \_\_\_\_\_  
\_\_\_\_\_

## 5. Dominating elements of the plot and action

|                      |                     |
|----------------------|---------------------|
| a. Adventure _____   | e. Love _____       |
| b. Fantasy _____     | f. Philosophy _____ |
| c. Heroism _____     | g. Political _____  |
| d. Information _____ | h. Religion _____   |

## 6. What seems to be the author's purpose in writing the book?

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## 7. Brief résumé of the story \_\_\_\_\_

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## 8. Did you like the book? Why? \_\_\_\_\_

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FORM FOR REPORTING A BOOK REVIEW<sup>12</sup>

1. Title. Author with his approximate dates.
2. Type of book (i.e., novel, play, short story, etc.). Year in which it was written. Whatever historical or social events of the period which have significance in relation to the work.
3. Theme of the work. Its dominant idea. Is it "dated," i.e., treating of a problem no longer of interest.
4. Setting of the story. Date of period covered by it.
5. Short synopsis, including names of principal characters and their inter-relation (about 100 words).
6. Author's purpose in writing it (if you can deduce it from reading the book).
7. Any striking or memorable bit that appealed to you and should appeal to others. A highlight of the story, which may be action, description of character or scene, author's philosophy, etc. Choose something which would induce others to want to read the whole work (if you liked it).
8. Criticism of the characters. Are they real? Is the author more interested in them or in his plot?

<sup>12</sup> Permission to use this form was given by Prof. Willis Knapp Jones, Acting Head, Dept. of Romanic Languages, Miami University, who distributed it in mimeographed form in illustration of his paper, "Teaching Reading in Spanish," read at the 1944 annual meeting of the AATS at Columbia University, New York City.

9. The story situation. Is it real? Is it fantastic or imaginative?
10. Your personal reaction. Is the book interesting? Why? Are the descriptions brief or too long to be interesting? Does the setting seem natural and something you can visualize? Is local color well- or over-used? Author's vocabulary? Is the style old-fashioned?
11. If you have read other works by the same author, compare them. Compare this book with other works in English literature with which you are familiar.
12. What is the place of this work in the development of the nation's literature? What were its forerunners, and sources? Is it part of some movement? Did it have any influence on later writers in the same or other nations?
13. Would others enjoy reading it? Why? What would you think of its chances of sale and popularity in this country in translation? If the book read is intended for classroom use, in what classes and with what types of student would it have its greatest success?

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In announcing the establishment of a School of Foreign Service and International Affairs by the University of Virginia, President John L. Newcomb said: "The best interest of our nation demands specially trained young men in its manifold departments of international relations. The young man who seeks a career in non-governmental service involving contacts with foreign countries must also possess that general background and specialized equipment which will be conducive to his success.

"To meet these objectives, the student must first be broadly educated in the basic liberal arts. During their first two years of residence, students will be required to take such basic courses as English, mathematics, science and foreign languages, in addition to such courses as history, economics, American government and human geography that will be oriented to the special needs of their advanced programs.

"Every student will study for four years one of the major foreign languages and he will be required to devote at least one full summer, at the University of Virginia or elsewhere, to intensive study of the language exclusively in order to obtain a highly efficient practical command of it. During the last two years classes will be divided into smaller groups to provide individualized instruction and promote individual initiative and discussion."

#### **"FOREIGN LANGUAGES FOR THE 'AIR AGE'!"**

## *Linguist, Informant and Units*

THOMAS A. SEBEOK

*Indiana University, Bloomington, Indiana*

(*Author's summary.*—This article describes the experiences of the author, a linguist, in teaching Hungarian and Finnish in the AST program of Indiana University, using both native speakers and the *Basic Course*.)

SOMEONE observed that the best way to learn Japanese is to be born into a Japanese family; and, indeed, we know that every normal adult in any given society has mastery of one language at least—his mother tongue, which he learned as a child. The problem which the necessities of war brought to the forefront was to teach adult Americans mastery of, or at least a practical fluency in a foreign language, and to teach it in a hurry. Linguists of the United States Army and their civilian colleagues, associated in general with the Intensive Language Program of the American Council of Learned Societies, met their problem by developing that most natural of language-learning methods and by supplementing it with special techniques to meet special situations.

The Army Specialized Training Program included at its outset a foreign area and language study curriculum. A number of men to be trained in some eight Eastern European languages was assigned to Indiana University. The contents of this report are based specifically on the experiences of the linguist for Hungarian and Finnish.<sup>1</sup>

The Director of the Intensive Language Program called on the author in May 1943, to prepare for the United States Armed Forces Institute a self-teaching manual of spoken Hungarian<sup>2</sup> to be published<sup>3</sup> as an Education Manual for the War Department. In August of the same year, he was called upon to write a manual for Finnish along much the same lines.

As it happens, Hungarian is the author's mother tongue. Preparation of such a manual, however, presupposes a very thorough structural analysis of the language involved, and this is certainly not easier, and is possibly more difficult, to work out for a language in whose folkloristic traditions and grammatical prejudices the analyst was schooled. Of course, being a Hungarian, the author had the forms to be analyzed at his tongue-tip, so that there was no need to employ informants. In Finnish, the author had access to one native speaker, by courtesy of the Language Section of the Army Service Forces, at first, and four others at Indiana University, later on, for regular implementation.

<sup>1</sup> The AST Area and Language Program included, in round figures, about 500 language courses; well over 400 of these were taught by professional language teachers; not more than 35 courses were given by some 25 professional linguists (trained in descriptive analysis); only 12 or so of these actually used the "Units" here described.

<sup>2</sup> "Basic Course."

<sup>3</sup> Civilian editions by Holt, 1945.

Since the manuals prepared by the author were used in both Hungarian and Finnish classes, the organization of a manual of this type must be described first of all. The aim of the manual is to teach the student to understand and speak the foreign language in everyday conversational style with fluency and with reasonable grammatical accuracy. Each manual is divided into six major parts, and each part consists of learning units or lessons built around a definite topic. These topics pass from immediate and practical needs of the individual (such as "Let's Eat") to social relations of various sorts ("The National Sport," "At the Post Office"), and finally to matters of national importance ("Agriculture," "The Military"). The topics in each case are determined, within a fairly fluid outline, by the culture of the speakers, their climate, their economic circumstances and similar considerations. Thus, for example, there is a unit in Hungarian on "Keeping Cool"; the unit corresponding in Finnish is on "Keeping Warm." The purpose of the units is to create for the learner a make-believe context, a dramatic situation, so far as possible. A child picks up his sentences haphazardly in an endless variety of places over a number of years; the average adult has no time for this natural process and his activity is thus to be restricted, channelled, directed.

Such a *Basic Course* may be used in a variety of situations, but in each case the participation of a native speaker is essential, either in person, or as a voice on a record. At Indiana University the situation was ideal: a native speaker was available for each class of ten students, under supervision of the linguist.

The unit opens with a series of *Basic Sentences*, predominantly in dialogue form. New words and expressions are introduced in natural utterance fractions, with English literal equivalent opposite, and then immediately used in a sentence, with colloquial English equivalent.

The native speaker ('informant,' 'guide,' 'drill-master,' 'tutor') reads the first expression to the group. He points at a student, who repeats. The informant repeats again until the student's reproduction satisfies him. Then he goes through the same process, calling on everybody in the class. The process is then repeated for the next item. In the author's classes choral repetition was never used; although repetition in unison might save time, it was discouraged for several reasons. In the first place, some informants were unable to distinguish in the bedlam of voices the adequate response from the inadequate. In the second place, choral repetition seems to have soporific effect on the group, and the learner may easily acquire a wrong habit. Individual attention was given to each member of the group. This procedure, too, and the wooden repetition around the class has its disadvantages, as well; for even though there are never more than ten men in a room, and in at least one case here there were only four, continuous and insistent repetition of the same item becomes boring. It was insisted upon only during the first six weeks, and never longer than an hour at a time. The informants were told to change to some other subject when they felt

that the students' attention began to wander. In spite of this drawback, practice in the imitation of the informant's speech was absolutely necessary and the above described was found the most economical technique in the early stages. There was a certain amount of variation afforded by the use of phonograph records, which accompany the first twelve units; this is especially useful, of course, when no informant is present. The students were encouraged to take the records home and use them during their study periods.

The presentation of pronunciation and of grammar is based on the principle of partial similarities and partial differences. That is to say, explanations are brought in only where the sounds and structure of the language involved differ from English. The units include Hints on Pronunciation, that is, brief comments on the sounds of the foreign language, with emphasis on the distinctive features absent from English. After each comment the point just made is illustrated by practices from the material already familiar to the student, spoken again by the informant. Here are some observations concerning the handling of phonetics which became explicit in class work.

First of all, as it was pointed out, the student tries to mimic the native speaker. He tries several times. Only when he fails to approach the correct pronunciation and therefore to satisfy the informant, does the linguist tell him (a) what the correct position of the production mechanism is (i.e., the position he must aim at) and (b) what his own production mechanism is like when he tries to pronounce the given sound (i.e., what he has done wrong).

Simple directions as to what to do with the tongue, and so forth, are often inadequate, and the student can not get the sound in spite of this elementary instruction. But it is a mistake to give at this point an even more detailed description of the production mechanism. Instead, it was found useful to get the student to pronounce marginal (non-speech) sounds current in the culture, (such as standard animal imitations, hiccups, and so on), or to combine some English sound with some marginal sound. Thus, to teach the glottal stop, it was found necessary to compare it to certain types of coughing, and to the "catch" in the throat before the /o/ in /?o?o/ "oh, oh." The sounds resulting from gymnastics of this sort may pass for contextual variants of the phoneme in question, or at least the making of these sounds may direct the student's attention to the distinctive feature of the strange phoneme.

The pronunciation Hints were carried through the eleventh unit and were then dropped. Detailed phonetic correction in class began at the end of the first week. In general, every student was able to pronounce most members of every Hungarian or Finnish phoneme. The worst cases were mostly the all-around poor students, who were dropped from the course for other reasons.

The system of writing used in Hungarian and Finnish was the native spelling, which is almost entirely phonemic in Finnish and fairly so in Hungarian. In Finnish only one departure from the spelling was made, namely, in writing a glottal stop whenever necessary. Possibly, phonemic spelling of Hungarian would have been useful for the first few weeks; but since this wasn't actually tried out, evidence is not available on this point. Use of the native spelling from the start was a great help, since the students used newspapers fairly early in the course, as well as books and dictionaries later on. In these courses, however, the students were not at any time taught directly to read and write; hearing and speaking were always emphasized.

Grammar was always taught by examples, inductively. That is, sentences or words are given, and their common structural aspects are pointed out, in non-technical language, so far as possible. The illustrations, which always come first, are selected from the student's previous experience with the language (that is, are culled from the dialogue in the units). Their common feature, derived patently from the illustrations, explained and stated as a generalization, constitutes the grammatical rule. The Word Study sections of the units were supplemented by a special one hour class each week, conducted by the linguist. This period was used for discussion of questions that arose during the week, formal presentation of certain aspects of the language, and a certain amount of what may be called "indoctrination." Thus, for example, it was pointed out that it is undesirable to compose sentences by translating from English and that, instead, the student should repeat sentence patterns he has often heard, and should use them as frames of reference, making permissible replacements (such as one adjective for another). Grammatical exercises, such as repetition of paradigms, are most undesirable. If there is a story told in the past tense, by a third person, the student should never be asked to repeat the story by changing past tense for present, third person to first (since he will never meet such a situation), but he should be asked how he would tell the same story as if the events were happening to himself, right now. In other words, the situations or segments for which the language has different forms may be varied; but the forms as such should not be called for directly. When the student knows the meaning of the morpheme and in what contexts it can be used, he knows all that is necessary. Later he will meet other morphemes with the same distribution, and it will be pointed out to him that these are members of the same class. The meaning and distribution appear from the sentences he learns, and morpheme classes are pointed out in the discussion.

Each unit provides special exercises to enable the student better to assimilate the material therein. The exercises are brief but not too easy, and illustrate the grammatical material; they are often of the "multiple choice" or "substitution" type. Every sixth unit is designed for a thorough review of all the material introduced up to that point. There is no new mate-

rial in it, and it also serves as a breathing spell, during which the student can over-learn his assignments. After some experimentation the author concluded that it is more important to digest the material thoroughly from every angle than to hurry on and cover a lot of material (thus only three units were covered for each two weeks). Bloomfield's claim that "language-learning is over-learning; anything else is of no use," was found to be amply justified.

There is an additional section—the "Listening In"—which consists of conversations, anecdotes, and so forth, to be read aloud by the informant and repeated by members of the group. This section gives the student a chance to test his understanding of the new vocabulary and grammatical material of the particular unit; it also provides further practice in pronunciation and offers models for conversation.

"Before the student finishes the learning Unit," Major Smith, Officer in Charge of the Language Section, says, "he has had an opportunity to test his understanding through a running conversation and to develop and test his fluency through conversational exercises." This, indeed, may be regarded as the most important part of the unit, the ultimate aim being more and more improvised and free conversation. The first opportunity for free conversation came during the fourth hour of instruction. The students were asked to get up in pairs; one was designated, for instance, a waiter, the other the customer ordering a meal in a restaurant. They were urged to act the situation out: there was an attempt to create the illusion of an actual situation. As a whole, the great majority of the students enjoyed the class work, and reacted especially favorably to the opportunity of free conversation. They felt they were learning rapidly, acquired self-confidence, and many have said that this was the only way to teach language.

Selection of the men for the nine-month period of training was on the basis of their qualifications in the Army General Classification Test, "demonstrated proficiency in foreign languages and completion of at least one year of college work." At the University the students had free choice by and large from among the languages being offered; if however they had previous experience in a given language they were required to pick another. Knowledge of other languages did not seem to be correlated with an individual's progress in the course; in fact, having studied languages by another method, the student was generally prejudiced against the units and this block had to be cleared away gradually.

It was found that seven or eight was optimum size for a language class, preferably sitting in a semicircle close to the informant. Ideally, the linguist is in constant attendance, but this was found impracticable, since sometimes as many as twelve three-hour classes were going daily in Hungarian and Finnish.

After completion of the available units the groups proceeded with other

materials. In both languages the Military Phrase Book (TM 30-616 Hungarian, and TM 30-617 Finnish) prepared by the War Department, was required study. This booklet series contains up-to-date military terminology, arranged in the form of so-called fill-in sentences. This was excellent practice, for the students learned a huge vocabulary simply by effecting substitutions in a simple frame of reference. Still another approach was the use of modern plays, short and amusing comedies revealing life in the cities and the country. Newspapers were subscribed to in both languages, but, though they were not without their use, they had rather serious drawbacks. The language in which they are written is not only not colloquial, but is full of Americanisms; the style did not represent the dialect of any informant. They did provide, however, good topics for conversation.

The most important supplementary technique used in the courses was the series of movies presented at the local theatre, in each language. The movies were invariably feature length, in the language involved, without English titles. Not until these pictures were shown did the students realize the extent of their comprehension, and this knowledge gave them a good deal of assurance. Apart from the obvious value of movies in area instruction the use of this audio-visual technique suggests various experimental ways and means that could be developed in language teaching. Thus, instead of written units, one can foresee specially designed dialogues and conversations and plays filmed so that a student can listen to the standardized speech of a group of celluloid informants. He could play the strip several times over, then cut out the sound-track, and repeat while watching the silent gestural behavior of the actors. The possibilities of this method seem limitless and endlessly variable.

The outstanding event in each course was a week-end trip on the part of every student to a nearby community of native speakers of the language involved. An attempt was made to farm out every man into a family of native speakers and to make him an integral member of that family for three days. The foreign language was to be spoken throughout their stay. "The entire venture," wrote one of the men returning from the trip, "was such a success that very few criticisms can be made." Indeed, this was the ultimate proof of the success of the courses, as attested not only by the students (verbally, and by a great improvement in the learning curve) but by numerous letters of congratulations received from the families they stayed with. As the August 1944 issue of *Fortune* (p. 133) put it: "There is a multitude of success stories. The University of Indiana's trainees in Finnish after several months' study, spent week-ends in Finnish communities. In Waukegan, Illinois, they sang Finnish songs, listened and replied to Finnish speeches of welcome. The local Finns were so impressed that among the nineteen host families some who had lost sons in the U. S. service wanted to adopt trainees."

## *Linguistic Blitz*

LURLINE V. SIMPSON

*University of Washington, Seattle, Washington*

(*Author's summary.*—Language teachers should profit by the increased interest in foreign languages evidenced by reactions to the army courses to reconsider aims and revitalize methods.)

**A**S ULTIMATE proof of the total impact of modern war, we need only observe that even foreign languages have been drawn into the vortex; and as one more indication of our unregeneracy, we note how instinctively we resist the current, preferring to reflect the active life in the security of our placid pools.

Modern languages have always been characterized by a chameleon quality. We entered the curriculum with the initial exuberance of the frequently cited Leacock character who mounted his horse and went off in all directions. We achieved formal discipline by a grammatical analysis as stultifying as any practiced by the classicists; we posed as modern utilitarians capable of directing the enterprises of soulless corporations in South America; we propagated the seeds of the core curriculum; we integrated with the social sciences; we realized the four-fold aim; we enhanced education's fourteen points; we *were* culture.

This critical optimum was first chastened by the modern language investigation—itself an avowed imitation of the classical survey—which inaugurated a period of defeatism. The four-fold aim yielded to the reading objective, which required that we bind down three of our members and overdevelop the fourth. It was as if we restricted locomotion to hopping and marveled at the extraordinary speed thus attained. One is perforce reminded of the famous decision in the case of the eyes versus the nose for the possession of the spectacles: the nose won, and the eyes were ordered to remain closed while the glasses were in use.

This fractional conception of language was followed by various emasculations and substitutes which enjoyed a certain respectability under the verbal guise of language arts, general language, or culture and civilization and sought a specious support by a usually spurious integration with the allegedly more popular social sciences. The successive steps of a cursus dishonorum effected by vocabulary juggling resulted in retreat to precarious positions on the educational sidelines.

*Whether our aloofness be best described as consecration to the contemplative life, or sulking in our tents, we have been violently recalled to use and duty by—mirabile dictu—the armed forces. We are being shocked from the *sitz* by the blitz. There are indications that we are unprepared for our bloodless victory, and that, blinded by the sudden light of public favor, we are groping*

*nostalgically for our comfortable seclusion.* We may be in danger of re-enacting the story of Blunder, who searched for the wishing gate until, finally climbing unwittingly upon it, he plaintively wished he were home!

The tiresome refrain about winning the war and losing the peace, so universally intoned, may be applicable to language instruction. *The army has discovered the true function of language and is administering it. The blitz has taken over languages and literally made them hum; and language teachers in the main are surrendering their prerogatives.*

*Let us illustrate with a typical experience: a student quotes a report of the army school in which the members become proficient in ten weeks, and he asks accusingly: "Why can't we do that?"*

*The teacher, who is also a linguist, is at no loss for answers: The army specialized unit is a chosen group; it is repeatedly screened; it studies under army discipline and compulsion twelve hours a day; it has one native teacher to five students; and, finally, the vaunted competence is restricted to a limited subject matter field.*

*It is perhaps characteristic of language teachers that they employ dialectic for their own destruction. This is no time for syllogisms; and, in any case, the rebuttal is only half the answer. We cannot compete with the army specialized units, but we can do better than we do. If we are to continue to function, we must meet the blitz by our wits.*

*We can improve foreign language teaching in several practical and not too difficult ways. First, we can supply the demand for language by teaching language, and teaching it more abundantly. At the University of Washington we are making a direct if inadequate contribution toward meeting the need. Paralleling the beginning course we shall introduce a daily intensive laboratory hour, where practice through use is provided by conversation, dictation, memory selections, dramatizations, instructional records, and any devices the ingenuity of the combined teaching staff can invent. The plan should be extended to intermediate and advanced courses. At one time we cherished the hope that these intensive courses might serve as practice fields for teachers needing greater oral proficiency, and as experimentation centers for experienced teachers enrolled in the summer language workshop. This plan, which savors somewhat of the community whose inhabitants supported themselves by doing each other's laundry, must remain an idea in the mind of the unknown god until adequate faculty help can be obtained.*

*We can increase language appreciation by active coöperation with adult education projects. In years of leisureliness we subscribed comfortably to the doctrine that we could achieve any desired reform in one generation by teaching it in the schools. As triumphant proof we adduced the passage of the prohibition amendment almost thirty years to a day after the introduction to the curriculum of an intensive study of the evils of alcoholism. But something was wrong with the picture. Wasn't it about twenty-five years*

ago that we optimistically undertook to educate for peace? Anyway, we can't wait thirty years. There is even the suspicion that our influence is not so compelling. Reflect that after the most strenuous indoctrination we cannot influence our charges from Friday till Monday to make their adjectives agree. Dare we say that we can inculcate enduring educational philosophies? However, today's parents we have with us. Adult education is the password of the day. Volunteer to assist such a group. By organizing classes for parents, we might be instrumental in instilling mutual respect and possible sympathy among children, parents, and teachers. We could thus stimulate an immediately active force. I could cite at least two recent local examples where action by parents prevented a contemplated curtailment of the foreign language program. This untouched field should be cultivated. Let us make friends who can influence people now.

Incidentally, such associations might supply a lack in our own lives. It is no secret that teachers are frequently charged with possessing juvenile mentalities because of prolonged contact with immaturity at a constant age level, and of leading frustrated, incomplete lives because they are perpetually engaged in preparing others for activity. One generation of teachers after another has hopefully adjusted educational procedure and terminology to realize some noble but remote "ultimate aim." Is it not possible that our generation may accomplish some laudable progress; that foreign languages may be made to function now?

As a third step in the betterment program, we can improve ourselves. I am addressing a group of professional leaders well trained to undertake language teaching by any method for any purpose. Our greatest problem is the anonymous mass of untrained or semi-trained teachers joined to the language classes by a sort of "common law" union without benefit of certificate or valid recommendation, but whose students present credentials superficially equal to those taught by qualified instructors. Participation in the state "in-service" training program was revealing in this respect. I shall avoid the temptation to gossip and mention only one example. A football coach, who had to be retained on the payroll during the spring, was teaching forty-two students in Spanish II. When the visitor asked in her simplicity whether he could not coach basketball and baseball in the spring, he recoiled in horror: those activities required specialists! Universities and professional organizations should exert all legitimate pressure on administrators to induce them to respect recommendations in selecting teachers and assigning classes. They should be realistic in acknowledging the effects of abnormal conditions on school staffs, and take the lead in providing instruction for inadequately prepared teachers, and in arranging vital programs for summer and Saturday classes for the continued professional growth of active teachers. Conversational groups on a more mature level than the artificial chatter of the classroom might be feasible. Experimenta-

tion with mechanical and visual aids would be fruitful. Finally, since we are citizens charged with the education of citizens in a moving world, serious discussions of the social and philosophic implications of educational content and practice could well be included.

None of these suggestions is really new. We have applied all of them in varying degrees and combinations in response to changing demands. Consequently, we have made most of the possible mistakes. These, at least, we can now try to avoid.

In the first place, let us be reconciled to the fact that we shall not enjoy a linguistic utopia. When the blitz has whirled away our most gifted students to its empyrean, we shall continue our unheroic mopping up operations with the unspectacular ninety per cent.

Neither shall we have the advantage of singleness of purpose which characterizes the blitz. We must compete or coöperate with aerodynamics and the spring vaudeville.

We shall not have ideal students and we shall not be ideal teachers. But we may perhaps profit by our longer sojourn to escape the most palpable absurdities. We shall not subscribe to the old "direct method" shibboleth of "only French or Spanish in the classroom," which required the possibly arthritic teacher to emulate the agility of the young man on the flying trapeze, or, even worse, to impersonate a contrary to fact conditional sentence.

We shall not mistake training for education, or drill for instruction. We shall not sacrifice the pattern of *idea—expression* for a mechanical *stimulus—response*. We shall refuse to produce glib linguistic zombies who manipulate vocabularies innocent of content. After the dazzling glare of the blitz, we may "cultivate our gardens" in the radiant promise of the rainbow.

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

"FOREIGN LANGUAGES—AMERICA'S NEED FOR THE FUTURE!"

"FOREIGN LANGUAGES FOR GLOBAL WAR AND GLOBAL PEACE!"

## *Broadcasting Foreign-Language Lessons by American Public School Systems*

CARROLL ATKINSON

*Director, McLucas-Nelson and Associated  
Memorial Libraries, Detroit, Michigan*

**S**O FAR as available records indicate, there have been but twenty-nine of the 3,488 American public school systems listed by the U. S. Office of Education that have made attempts to broadcast radio instruction to students in the classroom. Most of this work has been temporary or crude, to say the least, and very little permanent foundation for a continuous educational service via the air waves has yet been laid. Cleveland, Chicago, New York, and one or two others have made considerable progress, but the possibilities of this type of instruction to date have been barely scratched.

With the post-war development of frequency-modulation broadcasting and the reservation of channels by boards of education for future use, there promises to be a far more substantial development when the war ends. To the present time, however, with certain notable exceptions, these attempts to bring radio instruction into the classroom have been more wishful thinking than actual accomplishment. The radio enthusiasts have claimed far more than they have actually done.

If that is the discouraging picture of public school broadcasting of all kinds of lessons to elementary and secondary schools, the radio instruction in foreign languages has been even more pitifully meagre. The following data from a recent nation-wide survey may not be complete, but it is indicative of the type and nature of the little that has been accomplished. Only four American public school systems have made the attempt to teach foreign languages via radio. All four offered French; three, German; two, Spanish; one, Hebrew; one, Italian; and one, Latin, if, for the record, it can be included as a modern foreign language.

New York City Board of Education, over its own station, has offered series of lessons in French, German, Hebrew, Italian, and Spanish. Compared with its other radio instructional services, this foreign-language broadcasting has been relatively unimportant. New York City, incidentally, was the first school system to attempt to send radio lessons into the classroom, beginning in 1923-24, then dropping the idea until 1937 when its present permanent radio organization was begun.

This is the second of three articles presenting these attempts to broadcast French, German, Spanish, and other languages to the classroom. The full detailed story is given in Dr. Atkinson's *Public School Broadcasting to the Classroom* (Boston: Meador Publishing Company, 1942).

To the Cleveland Public Schools, however, belongs the distinction of having begun a program service to classrooms in 1925, and of continuing the work, without interruption, to the present day. This was carried on over local commercial stations, and more recently over the board-of-education WBOE. The earlier Cleveland radio lessons centered around the idea of a *master teacher*, whose personality and work would not only reach and influence the pupils but also would present, week after week, a model to classroom teachers of what was considered best in instruction. French has been broadcast to the elementary schools; French and German to both junior and senior high schools.

Beginning in 1932, the Greensboro (North Carolina) Public Schools have developed one of the most extensive broadcasting programs of any American city its size. This has been primarily for the purpose of public relations. However, in November, 1937, there was begun an "inter-class" series, in which many pupils listened within school hours whenever the program theme fitted into the classroom procedures of the moment. At that time the board of education did not have many school-owned radios, so it was necessary for teachers or pupils to bring their own sets. French was the only foreign language that was broadcast, and it did not develop into a permanent instructional service.

In Dayton (Ohio), an emergency radio classroom program service was developed in the fall of 1938, when the board of education ran out of funds and closed the schools, thus leaving 34,000 pupils without formal educational instruction. The local CBS station volunteered its facilities to meet this emergency. Following consultation with school officials, WHIO revamped its daily program schedule to clear appropriate broadcast time for emergency radio lessons to be listened to in the home as a substitute for the school work which temporarily had been suspended. A course of instruction was outlined that included four periods daily. With recitations being held in the studio, teachers and students coöperated in presenting these radio lessons. Included in this instruction were French, German, Latin, and Spanish. When the schools reopened, these daily broadcasts were discontinued.

Thus it can be seen that very little has actually been accomplished in these attempts to broadcast foreign-language lessons to the classroom. This is especially unfortunate due to the fact that a large percentage of the nation's high school teachers have neither lived in nor even visited those countries whose languages they are teaching.

Of course, in cities such as New York, Philadelphia, Chicago, and Detroit where there are radio stations that broadcast foreign languages as a service to minorities, there is always the opportunity for students and teachers to tune in to "get the feel" of the subject by listening to its being spoken. This would seem to be a splendid opportunity wherever such languages are being broadcast, but there is little indication that this type of

listening is being done to any great extent. An even better opportunity to learn to speak a foreign language would seem to be the short-wave broadcasts from over-seas. Several teachers have testified to this writer that these overseas short-wave broadcasts offer near-perfect models of inflection, idiom, and language sense.

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Thousands of our war casualties already hospitalized and the thousands still to come receive the very best treatment and aid at the command of modern surgery and medicine. In this respect our country is doing perhaps more for its injured and maimed than any other country.

One other aspect of the reconstructive and restorative treatment is not being overlooked, either—the mental readjustment to a peace-time environment, social and occupational. For the man who is irreparably handicapped by the loss of an organ or part of his body, even if they are replaced by artificial and workable substitutes, is still constantly aware of his limitation, and must compensate for it in some other way. He must have some other quality which will somehow make him an equal among those with whom he must compete socially and occupationally.

The reconditioning officers in several Veterans' Hospitals are thoroughly aware of the imperativeness of this feature of treatment and psychological implementation. In this type of treatment, the study of foreign languages is taking a prominent part. Learning another language is recognized as of definite therapeutic value, taking the mind off personal problems and imparting a new sense of power. In the future, knowing a new language may also enable many of the veterans to settle in new communities and function in their profession or business.

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"**FOREIGN LANGUAGES, AMERICA'S NEED FOR THE FUTURE!"**

"**AMERICANS, AWAKE TO LANGUAGE NEEDS!"**

"**FOREIGN LANGUAGES FOR THE 'AIR AGE'!"**

"**FOREIGN LANGUAGES FOR GLOBAL WAR AND GLOBAL PEACE!"**

## *French Canada: An Example of What America Is Learning*

MARINE LELAND

*Smith College, Northampton, Massachusetts.*

(*Author's summary.*—This article is an attempt to summarize briefly and accurately, the historical background and present day situation of the Province of Quebec, the modern incarnation of New France of Colonial days. While the author makes no effort to idealize French Canadians, she does aim at correcting some of the most glaring errors which are currently made concerning French Canadians.)

DESCARTES, at the beginning of his discourse *On the Method of Rightly Conducting the Reason and Seeking for Truth in the Sciences*, remarks that, "Good sense is of all things in the world the most equally distributed, for everybody thinks himself so abundantly provided with it, that even those most difficult to please in all other matters, do not commonly desire more of it than they already possess."

I have often felt that this same complacency is characteristic of the vast majority of people the world over when it comes to knowing other countries than their own. It is so easy to assume that we know what is essential about a country, especially if we have visited it briefly, and it is even easier to go on the unconscious assumption that what we do not know does not exist.

Today, of course, we are very much aware of the fact that the United Nations, despite their urgent desire to know each other, are almost totally ignorant about each other.

A few months ago, Bruce Hutchison published a book entitled, *Canada the Unknown Country*. Some Canadians resented that title. Personally, I feel that it could be applied to any country as well as to Canada. It could most certainly be applied to the United States. To use the words of the Iowa farmer: "It ain't so much what people don't know as what they know that ain't so." It is customary, of course, to blame the moving picture industry for the inaccurate impression which the outside world has of us, and there is no doubt that it has its share of responsibility. On the other hand, the situation existed long before the movies ever came into existence. If Messrs. Selznick, Warner, Goldwyn and Mayer were up on the fables of La Fontaine, they could reply just what the lamb replied to the wolf who accused him of having drunk from his private stream the year before: "But, sir, I wasn't even born then."

William Shirer devoted one of his recent columns, "The Propaganda Front," to the efforts made by the United States Office of War Information to enlighten the English concerning what the United States is really like. He says: "No other American organization ever started more from scratch, for

the ignorance of American history and politics and life has been almost total on this island. . . . A few years ago, the London Press had few correspondents in America and most of them confined their activities to reporting the more bizarre and eccentric side of American life. . . . The British radio, before the war, had no correspondents of its own in America." The offices of War Information of other countries are equally busy telling us and each other what they are really like.

As for us, it is abundantly clear that while we are no worse than any other nation with regard to ignorance of the world outside our boundaries, we are worse than a young and extremely powerful nation should be.

There is something ludicrous, although perfectly normal, alas! in the astonishment with which we learned that South America consists of many countries each of which has ideals and a culture of its own. It would seem, at first sight, that we might have assumed this. On the other hand, the grotesqueness of our astonishment was fully equalled by the amazement with which Latin America, along with other parts of the world, learned that we also have a culture and traditions about which we care deeply. The situation has been most admirably set forth from both points of view by Luis Quintanilla, the Mexican Minister to Washington in his book, *A Latin American Speaks*.

In thinking over people's attitudes with regard to other countries, I find that they fall into various types. First, there are the *insulars*—those who know nothing and don't want to know anything about what goes on outside. "Foreign, and not nice," sums up this attitude.

Then there is the type of person who falls in love with a foreign country. (I am inclined to think that this type is most prevalent in the United States.) Persons who belong to this class don't bother to study very deeply the object of their affection. They are more than satisfied with the rosy haze through which they see it. Although they are unquestionably good Americans, they tend, in any discussion, to see only the point of view of the beloved.

Finally, there is the over-bearing, or, if you prefer, the missionary type, using that term in the depreciatory sense in which it is now unfortunately and unfairly used. This type is not peculiar to the United States, and I confess that I am getting weary of this new accusation which it is now the fashion to direct at us, as if we had a monopoly on that unpleasant characteristic.

This last group prides itself on its objectivity. Its members look at a foreign country with a piercing eye. Their attitude is one of detachment. They are as impartial as the judge on his bench. Whatever institutions or ways of doing things, in the foreign country, resemble what they are accustomed to, they approve. These standards are good. Whatever is unlike what is done at home (wherever home may be), is bad and should be re-

formed. As someone has said: "How people hate liberty! At least, how they hate to have other people enjoy liberty."

Now I should like to make it clear that I am neither in love with the French Canadians nor that I plan to reform them. I respect them and I admire them. Bearing in mind that we ourselves do certain things in a certain way for reasons best known to ourselves and because we like them that way, regardless of what others may think and regardless of innumerable single-handed efforts to improve us, I have tried to understand why French Canadians are as they are and why they like to be that way. Like many others, I have found that a study of French Canadian history throws a great deal of light on American history.

Going back to the complacency which I mentioned earlier, I scarcely need to stress the fact that a vast number of people on both sides of the border *know* all about French Canada, and that this knowledge has not been acquired by study.

They know, of course, that the Province of Quebec is a retarded, medieval (and that makes it very quaint), wrong-headed, priest-ridden and ignorant section of the North American continent, where standards of living are low and where poverty and illiteracy prevail. They *know* that the French Canadians speak a patois which is completely unintelligible to anyone who has been exposed even for a week to Parisian French. Here, however, a schism becomes apparent. There are two schools of thought on the subject of the speech of the French Canadians.

The first maintains that French Canadian is made up of Indian, English, with a few mangled French words scattered in. Mr. Stewart Holbrook in an otherwise respectable review which he wrote of Henry Beston's book *The St. Lawrence*, has this to say concerning the language spoken in French Canada: "French Canada, which means chiefly the Province of Quebec, is in many respects a survival of the 17th and 18th centuries. It speaks a language that is partly old French, partly Algonquin-Chippewa and partly English, plus an increasing number of slang and industrial terms from the United States. Paris Frenchmen have difficulty understanding it."

The curious thing about these remarks is that there is absolutely nothing in Mr. Beston's book which can possibly account for them. Mr. Holbrook's knowledge must, therefore, come under the heading of "innate ideas." He represents the strictly scientific, the realistic and hard-boiled point of view!

In passing, it is perhaps not amiss to stress the fact that, in his very popular ballads, Dr. Drummond did not aim at reproducing the speech of a French Canadian speaking French, but of a French Canadian trying to speak English.

The other school tends definitely towards the romantic. Its members

are under the spell of "old Quebec, where ancient France survives and where nothing ever changes." According to their view, the French spoken by French Canadians is nothing less glamorous than the language of Louis XIV and his Court. It is the counterpart of the Elizabethan English of our Kentucky mountaineers. This view has only one advantage over the first. It is not insulting.

The simple truth is that French, like English, Spanish or Portuguese, as these languages are spoken in America, underwent a sea change as to accent, intonation and rhythm, which philologists have not explained as yet. Moreover, conditions peculiar to life on this continent brought about the creation of new words to describe things which exist here and do not exist in Europe. Finally, we use some words either with a different meaning from the original one, or we preserved the original meaning while that meaning changed in the mother country.

It is interesting to note that the study of the evolution of American languages, which is a recent development in the field of linguistics, is already clarifying many points in the evolution of European languages and that it can be expected to inject new life in that science. For one thing, Semantics which, up to now, has always been "at the back of the book" and left for "the end of the course," will at last take its rightful place beside etymology in the study of languages.

It is as absurd to imagine that modern French Canadian professional men, business men or farmers, transact their affairs in Chippewa or in the courtly French of the 17th century as to think of business as being carried on in New York, Northampton, or Cummington, either in Mohawk, or in the dialect of Sir Walter Raleigh. As Professor Kittredge used to say, "We do not know what the speech of Shakespeare or the Pilgrim Fathers was like." And Louis XIV has left us no recordings of his phonetics.

I am dwelling at length on the language spoken in French Canada because it is a fundamental and most interesting aspect not only of Quebec, but of all new countries, and because there is no point on which the inhabitants of this continent are more sensitive than that of language. Perhaps, we in the United States are a little less sensitive than other countries since a hundred and thirty million Americans, even though they speak with a variety of accents, cannot be wrong. But even so, few of us relish remarks about "the awful Ameddican accent." I might add that even a few years ago, none but the most unconventional among cultivated South Americans or French Canadians would have entertained for a moment the idea of speaking our "jargon"—even brokenly. They studied English in England whenever possible, and their superior attitude towards us was profoundly irritating and fully matched the stupidity of our own towards them.

Thomas Ybarra, the author of *Boyhood in Caracas*, whose mother was a Bostonian and whose father was a Venezuelan, admits that he has a split

personality which compels him to fly to the defense of the "Yankí" when he is in Caracas and to defend the Venezuelan when he is in Boston. He has been described as Latin ice and New England fire.

"Citizens of the United States," he writes in *Young Man of the World*, "often ask me about the language used by those strange beings, the Spanish Americans. On such occasions, my Latin self, roughly pushing aside my other self, takes full charge of the reply."

"Isn't there a big difference between the Spanish spoken in South America and the Spanish spoken in Spain?" those citizens inquire—usually in a tone implying that they are doing me a favor by hinting that the grunt-and-gesture lingo of my father's folks bears any relation at all to the Spanish of Castile.

"There certainly is," my Latin self replies. "A big difference in fact. But it isn't so big as the difference between English as spoken in England and the English as spoken in the United States."

When I was in Paris, a none too bright young woman (at least this is the lasting opinion I instantly formed of her), told me, with a self-satisfied smile, that she understood English but that she did not understand American. Of course she understood neither! Anyone who understands Spanish, Portuguese, English or French understands Peruvian, Brazilian, American, or French as it is spoken in Canada. Naturally, there are people who speak well and there are those who speak badly in Quebec, just as there are people who speak well or badly in the United States, in English Canada or elsewhere. To use the word "patois" to describe the speech of the French Canadians—of *any* French Canadian—is a proof of ignorance. Moreover, there are no people in the world who have striven more steadfastly and against more discouraging odds than the French Canadians to preserve their language—the French language. At a time when we are aware as never before of what it means to fight for survival, and now that we know to what lengths ordinary citizens will go to preserve their language and their traditions, we should, I believe, take great care never to use the word, *patois* in referring to a language which is a counterpart of our own and which has been preserved at the cost of sacrifices which we were never called upon to make.

Culturally speaking, French Canada is as individualized and as independent as any other American country. Henry Beston, in the book to which I referred earlier, *The St. Lawrence*, describes French Canada with succinct accuracy. He writes, "A little civilization, organized, compact and growing, has been created on the river. Within the fabric of a British dominion, it lives the life of a French and Catholic nation. It is the French mind through and through . . . Montreal (the second largest French-speaking city in the world), is its stronghold and the best literary criticism is French of very genuine distinction . . . the conversation of the men of distinction of

this world is again French in its liveliness, wit and intellectual curiosity: it is good talk, and talk is a shrewd measure." Of the "habitant," he has this to say, "There is one particular thing which should be said about the true habitant—the real 'Baptiste' of the old St. Lawrence—he may be very poor, he may have lived a hard and even a gaunt existence, but he is never vulgar. He has kept his birthright of human dignity. Bred to endurance, notably patient, touchingly content with little, sociable by nature and with this sociability reinforced by the communal quality of his religion and his life, honest, devout and humanly of good will—there he is, and may Heaven prosper him and his furrow."

Even a very brief review of French Canadian history is sufficient to explain the peculiar situation of Quebec—especially if we will bear in mind that regardless of later developments, the original imprint of the colonizing nations, France, England, Spain and Portugal, remains indelible on all American countries. It is to these nations that we owe, respectively, our language, our laws, our traditions.

As everyone knows, Quebec was founded by Samuel de Champlain in 1608, twelve years before the landing of the Pilgrim Fathers. Throughout the seventeenth century, and especially in the eighteenth, New France and New England were bitter enemies. In New France, the colonists were Catholics. The French language, the law and the literature of France, furnished the basis of national life. In New England, the colonists were Protestants, and the English language, the law and the literature of England, furnished the basis for *their* national unity. It might be added that the national prejudices which existed in Europe, in France and England, were accentuated in America through constant warfare. When an American historian writes about the French, he usually means the French Canadians under the leadership of their French generals. The French Canadian historian on the other hand, when he writes "les Anglais" is referring to the New Englanders as well as to their British generals.

In 1763, the Seven Years' War which had been fought in Europe, in Asia, and in America, was terminated by the Treaty of Paris and New France was ceded to England.

In the 155 years which had elapsed since the founding of Quebec, New France, like New England in its 143 years of existence, had developed a character of its own. New France had its own traditions, its own history, its own customs, its own architecture, and its own art—just as New England had. In other words, New France was well on the road which all American countries were to follow in their evolution. What is remarkable, and what we must remember, if we would understand French Canada today, is that the French colony remained on this road in spite of almost insurmountable obstacles. As one French Canadian historian has observed, "The Treaty of Paris was for New France a catastrophe. It was not an interruption."

This fact is so remarkable (it has been described by an American writer as a unique adventure in the world of modern politics) that it needs some explanation. This explanation is to be found in the date, 1763, provided we stop to think of what that date means in the history of the United States. Only eleven years were to elapse between 1763 and the outbreak of the American Revolution, and those eleven years were years of seething. Each one of them is marked by a new act of the British Parliament to impose taxes on the American Colonies and by the latter's protests and retaliations.

1763—Acts restricting the issuance of paper money and the immigration to western lands.

1764—The Sugar Act.

1765—The Stamp Act and the Quartering Act.

1767—The Townshend Acts.

1770—The Boston Massacre.

1773—The Boston Tea Party.

1774—The Five Intolerable Acts—the most intolerable of which was the Quebec Act, one of the determining causes of the American Revolution and the Bill of Rights of the French Canadians. The Quebec Act reaffirmed their religious freedom and it reinstated the French laws in their legal status. In other words, Quebec was now provided with the basis on which a civilization can evolve and without which the survival of the French in America and the evolution of a Franco-American civilization similar to that of other American civilizations could never have developed.

In the short space of eleven years, the French Canadian population which numbered about 65,000 at the time of the cession to England had regained its original American status. It was back on the road on which it had started and on which it was to remain. From a European point of view, of course, Quebec was different from the other American colonies. These still belonged to their respective mother countries, whereas New France now belonged not to France but to England.

The Quebec Act was granted to French Canada "in extremis." It was a British diplomatic victory over the American colonies. In other words, despite the popular conception that Quebec is *allowed* to go on its own peculiar way because of Anglo-Saxon tolerance, the fact is—"facts are stubborn things," as John Adams pointed out—that Quebec's freedom of action is not a case for tolerance; it is legal.

From 1774 down to the present day, and through the vicissitudes which inevitably marked the evolution of Canada into a sovereign state, a partner in the British Commonwealth of Nations, equal to all and subordinate to none, the French-speaking Canadians have quite naturally sought to protect the rights which they had obtained through a treaty in which they had offered quite as much as they had received, and to the conditions of which they have loyally adhered ever since.

For example, as a remote result of the Quebec Act, Canada has two official languages. Every debate in Parliament, every law that is enacted there whether the language used is originally French or English, must be preserved in both languages in the government records. This requires, of course, the services of numerous translators who are cultivated men. When Winston Churchill, Anthony Eden or Mrs. Chiang Kai-shek addressed the Canadian Parliament in Ottawa in both French and English, they were not merely courteous; they showed that they knew the law of the land.

But regardless of these necessary struggles for the maintenance of their rights, the loyalty of the French-speaking Canadians cannot be overemphasized, precisely because it has been obscured (with unfortunate consequences for all concerned) by the fanaticism of certain elements among the English-speaking Canadians (not all, by any means), by the sensationalism of the press and by the ignorance of the public on both sides of the border with regard to two simple but all-important facts.

The first of these is that the French Canadians, being Latins, cannot be expected to have the same thought processes as the Anglo-Saxon, although they may and often do arrive, by a different route, at the same conclusions. Mr. John Grierson, director of the Canadian War Information Board, stressed this aspect of Canadian national life in an address which he made in New York last winter. "Up in Canada," he said, "we have an internal problem which is sometimes stupidly referred to as the 'problem of French Quebec' . . . we, in Canada, are a two-language country. More than a third of the country speaks French. It is Latin. It is Catholic. Its traditions, its customs, and its viewpoint in all matters touching the standards and tests of cultural civilization are different from those of that other section of the country which is Anglo-Saxon. . . . The problem is, of course, that the Frenchman will not speak or think or believe like the Anglo-Saxon. For my part, I believe that the problem is an Anglo-Saxon problem rather than a French one. The French learn to speak English; they go to great lengths to understand the Anglo-Saxon viewpoint, but you may take it that the last thing we Anglo-Saxon Canadians do is to return the compliment. . . . So elect do we feel as Anglo-Saxons, that we do not think to do so. . . . It is a basic weakness in our character and attitude and among all those who have fallen under our influence, and it would be the greatest possible contribution to international understanding if we would only set ourselves still more busily to unlearning it."

The second very important fact which is not generally known, or which is overlooked by those who know better, is that there has never been a French-Canadian political party which included all French Canadians. In politics, the French Canadians have always been divided according to national—not racial—lines. There are two great parties in Canada: the Conservatives and the Liberals, and each of these parties is made up of French

and English-speaking Canadians. The present Canadian Confederation is the work of both French and English statesmen. The greatest statesman that Canada has produced, Sir Wilfrid Laurier, was a French-Canadian and the leader of the Liberal Party. His most violent opponents were French-Canadian Conservatives and Nationalists. The Rebellion of 1837 which is popularly believed to have been a French Canadian movement was nothing of the kind. Both Lower and Upper Canada (Quebec and Ontario) were involved, and the soul of the Rebellion was William Lyon MacKenzie, the grandfather of MacKenzie King. Moreover, it is a matter of history that the vast majority of the French Canadians were Bureaucrats—that is to say, opposed to the Rebellion.

There is, of course, a French Canadian Nationalist Party which was founded around 1910 and which does include only French Canadians, although, in this case again, several of its ideas are shared by certain groups of English-speaking Canadians. What is worthy of notice, however, is that in spite of the fact that this party has exerted a powerful and in many ways a salutary intellectual influence on thousands of French Canadians, it has never, as yet, obtained strong enough support to enable it to make an important showing in the Federal Parliament. Sir Wilfrid Laurier pointed out, many years ago, that a Nationalist Party made up of all the French Canadians would mark the end of French Canada's political influence, since the formation of such a party would invite the formation of an All-English Canadian Party to oppose it. The English being in the majority, their party would naturally crush the French at every election.

The idea of a French Canadian bloc, irreconcilably opposed to anything and everything English, is a myth, and it has led to another popular but erroneous belief, namely that the French Canadians hate England. Nothing could be farther from the truth, as anyone knows who knows anything about French Canada. "Les Anglais," as I have already pointed out, referred, in the 18th century, to the New Englanders. Today, it is usually applied to English Canadians. When a French Canadian wishes to refer to an Englishman, the term used is "un Anglais d'Angleterre," just as a Frenchman is "un Français de France." Nor is it true that all French Canadians hate all English Canadians any more than all the latter hate all the former. In fact, one of the important aspects of modern Canada is to be found in the attraction which many young or relatively young English-speaking Canadian intellectuals feel towards their French-speaking compatriots. They seek them out not in that spirit of affectionate tolerance or mild adventure which was often characteristic of such relations in the past, but because they find the French Canadians intellectually stimulating and they realize that Canada has everything to gain from an exchange of views between French and English. In truth, the situation in Canada is much more hum-drum than a sensation-seeking press or over-active imaginations would have us believe.

I have no desire to appear to shun a discussion of the conscription issue which has engendered so much bitterness in Canada today. It is a very complex subject which does not lend itself to a comparison with the situation here, and which cannot be dealt with in a few minutes. I am convinced that when the heat of battle has abated and when the evidence is all in, an impartial account will reveal that although the fight about conscription was waged primarily on a racial issue, it was much more than that. Throughout Canadian history, since 1763, the racial question has always crept into and has momentarily obscured the real issue. Once time has done its work and passions have subsided, the real issue never fails to emerge, and as often as not, it does so at the behest of an English-speaking historian. All I can say is that French Canada is loyal, and the fact that it has shown itself actively loyal in the face of very disheartening circumstances, makes it doubly loyal.

In conclusion, I should like to say a few words on the position of French Canada in America today. To the vast majority of people, as I have said earlier, Quebec is still known as a backward, priest-ridden, wrong-headed and poverty-stricken province. It is not my intention to paint Quebec in rosy colors, but to correct some of the most glaring errors that are being constantly made by stupid and intelligent people alike, and to use Quebec as an example of what America has still to learn about itself. Quebec, like the rest of the world, has its full share—no less, no more—of illiteracy, disease, poverty, pettiness, dishonesty and prejudices. What is intellectually vulgar about our attitude is the tendency to interpret racial differences as a sign of racial inferiority, and it is this attitude, wherever it is found, which will endanger the peace of the world once it has been regained.

The Province of Quebec, like most countries, is hard to see. The tourist drives along an indifferent or bad road through small villages made up of humble houses, clustered about an enormous church. Forgetting that a bad road is not an index to the culture of a country, any more than good roads denote crass materialism, he instantly jumps to the conclusion that in order to erect this ostentatious church, these poor "habitants" must have been bled white by methods too sinister even to contemplate. How can he know that the humble dweller, following the tradition of his French peasant ancestors, cares little about appearances, but does care about his bank account which has enabled him to educate his children, to send a son perhaps to Paris for one, two, or three years. Why should the casual tourist understand that this church is the outward symbol of the village's prosperity, that, moreover, it is the expression of a fundamental trait of the French Canadian national character, love of the Catholic religion, and that finally that church is a meeting-place, the center of the social life of the village, its link with the outside world.

The tourist hears a radio program in a foreign language which he

doesn't understand. How can he know that the French Canadian radio has better sketch writers than the English speaking radio, that the French Radio College compares favorably with our schools of the air and that its programs are followed attentively in the most remote settlements of that enormous province?

The intellectual in his arm-chair reads horrendous statistics concerning the health situation in Quebec, the backward state of education, the antiquated methods used in agriculture, etc., etc. Facts and figures. Statistics. And figures do not lie. No, they don't lie, they just tell a different story. The other story is that Quebec has the most advanced system of mobile medical clinics in the world. No one questions that it needs them, but few people realize that the provincial government is doing something about it. Education is not backward. It is the same as that which is favored by other Latin American peoples. "The better part of our secondary education," writes the French Canadian poet, Robert Choquette, "based on Greek and Latin, thanks to a tradition dear to the genius of France, has always been devoted to the humanities. As a result, during more than a century, the liberal professions have absorbed the flower of our forces. Hence it is not French Canadians who draw wealth from the sub-soil of Quebec, from the Laurentian forest. The French Canadians, standing on the bank, have seen passing the logs borne by the river, to feed mills which belong to others—they who in the past, courreurs de bois, rode the rapids; and the forest watched their passage. . . ." It is interesting to note that Quebec leads all the other provinces in its demand for educational films. Before we decide to award that province the palm for illiteracy, it might be well to remember that a recent survey conducted by the State Department revealed that there were in the United States 3,000,000 persons who were unable to sign their names, and 15,000,000 who could not read a newspaper.

Recently, an American agricultural expert discovered that the much decried agricultural methods used in Quebec are those best suited to the peculiar conditions which obtain there.

But America is learning. It is learning slowly because it has much to unlearn. Today, Canada is represented in the two largest South American Republics, Argentina and Brazil, by French Canadian diplomats. The wisdom of sending Latin representatives to Latin countries did not escape the Federal Government. As a result, French Canada is becoming known in South America quicker, perhaps, than it is here or even in Canada itself. A French publishing house in Buenos Aires has just issued an Anthology of French Canadian poetry. A Brazilian magazine recently published a long article on French Canadian literature. French Canadian art is becoming known through exhibitions and through the frescoes by Pellan which decorate the Canadian legation in Rio de Janeiro.

In the United States, several important foundations are sponsoring re-

search on French Canada. The Rockefeller Foundation has made grants to several French Canadian writers enabling them to visit this country. Smith College was especially honored in being the host, in 1943, of Robert Choquette, French Canadian poet, novelist, and script writer, who generously gave much of his time to establishing the radio course which was given here last February.

The Guggenheim Foundation made two grants in 1943 to further French Canadian studies. One went to M. Lacourcière of Laval University of Quebec, and the other to Mason Wade, author of a biography of Parkman, and who is preparing a study on the development of French Canadian intellectual life since 1860.

Two years ago, a group was established in the Modern Language Association of America for the study of French Canadian linguistics and literature. This group includes American and Canadian scholars.

The Carnegie Corporation has made grants to French Canadian libraries. The Library of Congress, the Cleveland Public library, and the libraries at Smith College, Dartmouth College, at the University of Michigan and the University of Virginia, are spending thousands of dollars to build up French Canadian collections. Such collections are not a fad. There is no history on the American continent which is more closely connected with ours than that of French Canada and the more deeply we go into a study of our national history, the more we feel the need of knowing what went on beyond our northern boundary.

A half dozen colleges at least, in the United States, have inaugurated courses in French Canadian culture which parallel similar courses dealing with Latin America. In Canada, the Canadian Council of Research in the Social Sciences is, at the present moment, sponsoring the publication of the research carried on for many years by Professor Marion of the University of Ottawa, and which throws a great deal of valuable light on the early days of the English régime.

These are but a few of the examples of the way in which Quebec is becoming known. Its progress on the American continent has been arduous, inconspicuous, and steady. Through the long and troubled course of its history, in the face of misunderstanding and calumny, and in spite of unconscious or concerted efforts to ignore it, French Canada has kept steadfastly on its original path and has developed into a modern American people.

Quebec is fully aware of its peculiar situation as a minority race in a British country, and as a Latin civilization of three million inhabitants in a sea of a hundred and thirty-nine million Anglo-Saxons. It has no desire to change its present political status. Its aspirations are to survive, to keep its identity, and to grow. These are the aspirations of every people in the world.

They were perhaps stated in their most universal terms by a member of another minority race, General Jan Christian Smuts in London in 1917. The ideal of the British Commonwealth of Nations, as he describes it, is the ideal towards which we are struggling today. "You do not want to standardize the nations of the British Empire; you want to develop them towards fuller nationality. These communities, the offspring of the mother country, or territories like my own which have been annexed after the vicissitudes of war, must not be moulded on any one pattern. That is a fundamental fact we have to bear in mind—that this British Commonwealth of Nations does not stand for standardization or denationalization, but for the fuller, richer and more various life of all the nations comprised in it."

That ideal in its relation to the French Canadians found its deeply human expression in an essay on the Province of Quebec contributed by Robert Choquette to the Canadian book which commemorated the visit to Canada of King George and Queen Elizabeth. Taking as his theme the motto of the Province of Quebec: "Je me souviens," Mr. Choquette writes:

"I REMEMBER. But that is not enough, says today the Old Province. That glory which has been mine must yield more than food for my fancy; it must inspire my actions, dictate my gestures. It is I who from now on would breathe life into the past. The more full of life I am, the slower will cool the dust of my ancestors. From now on, I prepare my sons for the careers which permit them to take part in the high adventure of building up Canada. I Remember, but to be worthy of my past I must link my remembrance with reality, it must be wedded to life. The time for regret is closed. My sorrow is ended. I regain my youth. Having proved my loyalty to the British Crown, I can in all confidence, in all security, recall my titles of nobility, display my pride of the years before 1760.

"And how should they ask of me to renounce my soul? Would they not despise me for betraying myself? Is not the conquest more beautiful, more flattering over some one who is worthy of pursuing his destiny, not face to face with his victor, but shoulder to shoulder with his teammate?

"Time and custom, those healing agents, good will and loyalty are on the way to accomplish a miracle: The enemies of yesterday hold one the web, the other the chain, and are weaving in common the Canadian soul. More and more, better and better, people understand this; that soul will be only richer in being able to show intermingled, with neither of them losing colour, the ideal of Britain and the ideal of France."

Quebec is becoming known, but the outside world need not feel that it is conferring a favor upon it by recognizing it, sweet as recognition is to all of us. It is important for us to remember that it is not primarily the people studied who reap the greatest advantage, but those who do the studying. It is through their understanding of countries other than their own that the nations of the world can hope to attain a mature intellectual stature.

Nevertheless, I believe firmly that the first step towards sound international understanding lies in each country's knowledge of its own history and of its own culture. Internationalism in the void always results in sentimentality and debilitating bureaucracy. A sense of our national dignity derived from the knowledge of our national history is not an obstacle to internationalism. On the contrary, it is our ignorance of our own problems which have been the cause of much of the complacency or surprise with which we have looked upon other countries. Likewise, foreigners in this country too often show a tendency to believe that the countries which they left behind them were free from the problems which beset us.

It is clear, of course, that we cannot know everything or make a study of every country. But it is also true that the human pattern and human aspirations are pretty much the same everywhere. Really to know one country, whether it be small or large, besides our own, is to have a key to the world. It opens windows, it deprovincializes. There is an old saying which has been newly expressed in one of the new languages, Afrikaans: "As many languages as I know, so many times a man I am." This saying applies to a much larger field than that of languages, for although their use in understanding a people can scarcely be overestimated, they are not all that is needed. A provincial polyglot may be a paradox: he is not a rarity. It is through specific knowledge, through an open, receptive and understanding mind, and, above all, through the constant awareness that if we look closely enough at home we may find there conditions which strangely resemble situations which may have seemed strange to us elsewhere, it is through all these things that we shall be helped to become citizens of the world and to draw one step closer to that international understanding which we all desire.

**"AMERICANS, AWAKE TO LANGUAGE NEEDS!"**

**"FOREIGN LANGUAGES FOR GLOBAL WAR AND GLOBAL PEACE!"**

**"FOREIGN LANGUAGES—AMERICA'S NEED FOR THE FUTURE!"**

# *Foreign Language Teaching Aims and Methods in the Light of the Army Specialized Training Program\**

BERNARD LEVY

*College of the City of New York*

(*Author's summary.*—A method of language instruction developed at the City College Language A.S.T.P. unit offers two basic features adaptable to civilian language courses: A definite method of teaching conversation on an elementary level and a means of functionalizing the study of grammar.)

I THINK we might correctly characterize the present moment in foreign language teaching as one of change and indecision. In recent years the reading aim had quite definitely established itself. But since the war, or rather, since the Army Specialized Training Program, a place, small perhaps, but definite nevertheless, had been made for the speaking aim. Whatever the reasons for this change may be, I believe that a "reading aim" is essentially justified. But I also believe, and that is the paradox, that it cannot adequately be achieved by the "reading method" so-called. My experience with the A.S.T.P. has brought me to the conviction that a "speaking method" of some sort is the most effective initial approach in language teaching even if an ability to read is the ultimate purpose established.

Language study is usually begun in the high school. It is consequently at this educational level that the method should be introduced. If the high school contracted to impart the basic skills of language, which the "speaking method" implies, the colleges could carry on from that point in the teaching of the foreign literature and civilization and some forms of linguistic research. This distribution of the subject matter would thus make for better articulation between the high school and college curricula. And, more important, it would meet the objective of the high school curriculum, which necessarily must make each course of study an end-product in itself and not just a preparation for college. For if the plan is successfully carried through, the student will leave the secondary school equipped with a reasonable mastery of the language which he could apply and readily improve.

Which speaking method should be chosen? In this connection, there has been a great deal of confusion in the public mind since the close of the Army Program. Many pages unrestrained in both scorn and praise have been written on the "Army method" of teaching trainees to speak foreign languages. But the truth is that there was no "Army method" as such used

\* From a talk delivered at a meeting of the New York Society for the Experimental Study of Education on March 9, 1945.

in the Army Specialized Training Program. The military authorities simply set up a purpose and allowed each training center to use the methods it thought most conducive to the performance of its function. This was a wise decision, for circumstances and facilities varied markedly in the different schools and each faced its particular problems in fulfilling the assignment. In any case here was a precious opportunity to break free of academic traditionalism since the college and staff had to be geared to a function basically different from the routines of civilian teaching. The result is that many different methods or approaches were devised and used.

The course of study I am describing here is therefore just one result of the Army Program. It is the particular method and materials developed by the City College staff for the Army trainees and later adapted for use in civilian classes of the Adult Education Program.<sup>1</sup>

There are two purposes we have sought to attain—first, a definite *method of teaching* elementary conversation which to my mind has not been really achieved to date, and secondly, the presentation of grammar as a *functional* subject. I know that the term “functional grammar” has appeared in several syllabi repeatedly, but from every indication it has never been applied practically.

The material is divided into four main sections: a conversational model in the foreign language of about 16 sentences, an idiomatic English translation accompanying it on the facing page, a detailed vocabulary including each foreign word listed with a literal English equivalent, and a series of short grammar notes. This basic material in each chapter is followed by a series of exercises all devised for oral practice.

*The Conversational Models.* The conversations are genuinely colloquial from the very first day. The language is not built up physically. There is no attempt to give lists of words such as the articles of furniture of a room or the battery of utensils used in a kitchen. We have tried, on the other hand, to make the language as dynamic as possible; that is to say, abundant in the current phrases and expressions of everyday speech. In order to keep the early conversations within the limits of grammatical usage studied, many invariable formulas were scattered through the text, such as “how do you do,” “excuse me,” “good-bye,” since they may be used under any circumstances without the application of grammatical rules. In every case, however, the language of the conversations does not go beyond the grammatical materials studied up to that time. But each successive conversation includes the grammatical points of the preceding ones—cumulatively. This attempt to present genuinely colloquial language graded not in vocabulary or idiom but on grammatical limits, progressively widened, is the distinctive feature of the work.

<sup>1</sup> This material is now in press.

*The English Translations.* The English translations are essentially not literal. The purpose is to supply the student with equivalents for those formulas of speech which he regularly uses in his own language since that is how his thought processes will function when he speaks the foreign language. In every case we have tried for the same reason to make the translation parallel not only in meaning but also in tone with the original. So that we have given colloquial, and in some few cases, popular equivalents in keeping with the foreign language text.

*Presentation of the Grammar.* The grammar is essentially functional. This means that just those points of usage are given which will enable the student to apply to varying circumstances the model conversation he has mastered. Its function is, for example, to explain how to make plurals of singulars, and pasts out of presents. Secondly, the grammar is geared intimately to the text. Our purpose is to relate all discussion of language to the model that the student has studied. Thus, all grammatical references are made directly to sentences in the conversation which will serve as examples.

*The Exercises.* The exercises, too, derive directly from the conversations. On the basis of the grammar material of the lesson, the student is required to replace words in sentences directly chosen from the conversational model. This constant reference to the model is an integral part of the method since the purpose is always to bring the student back to the model at every turn. It is his point of departure and his point of constant reference. He must learn to use it and apply it with the same ease as he does his own stock phraseology in English.

*The Method.* The material has been devised for two successive hours or lessons. During the first hour the instructor will read the foreign text slowly, paying careful attention to pronunciation and intonation. He will have students in turn repeat bits of sentences individually and with his intonation. The teacher will likewise explain the literal and figurative meanings of words, and, at the same time, discuss the grammatical points of the lesson as he reaches them in the text. The lesson will then be assigned for memorization at home. In view of the detailed analysis and repetitions of the text in class, the burden of memorization will have been considerably lightened. In fact, students of average memory will have learned a good part of it by heart simply through the classroom procedure I have described.

During the first hour of the second day, pairs of students in turn will come before the class with books in hand. They will hold open the English text, keeping the foreign model out of sight, and will translate the English into the foreign language, speaking to each other as if they were conversing. Varying with the ability of the class, this exercise may be broken up so that a quarter or a third or a half may be carried on by each pair of students. Again it may be repeated in toto by a single pair of students until the exercise has been completed four or five or six times. Then the same exercise

is carried on without the English, and the students hold the conversation from memory.

It is essential in this work that too much time should not be given to one student who falters in his conversation or translation. After a reasonable period allowed for hesitation, answers should be elicited from the class.

At the completion of this exercise, the substitution exercises should be carried on.

In some cases four hours or periods instead of two may be necessary to insure an adequate mastery of a single lesson. Since thoroughness and intensive work are essential, the teacher should gauge his speed according to the capacity of his group. For the thorough mastery of the conversational model, and the ability to adapt it to varying circumstances through an application of grammatical rules, will give the student not merely a knowledge of words and grammar but also an ability to use words in terms of grammar. Indeed, the goal would be to reduce this whole procedure to the automatic state of habit.

From this point of view, likewise, constant repetitions are quintessential. Indeed, students should be required to go through quickly all previous conversations every time they undertake to learn a new one. In that way they will realize how expressions, linguistic formulas and points of grammar repeat themselves. This will contribute toward the fostering of linguistic *habits* which is, in essence, what this method seeks to achieve.

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In the discussions that have followed the Army Language Program, a number of objections have cropped up repeatedly.

1. "It is unthinkable," the editor of a children's educational magazine said to me, "that youngsters should study Spanish, for example, without having read Don Quixote in the original."

2. What is the cultural value of learning everyday language?

3. What opportunities will students have to speak the language? They will, on the other hand, have every opportunity to read it.

4. You can't really acquire a speaking knowledge of a foreign language in the time allotted to its study in the high school course. How can you possibly hope to, when the results of the reading aim have been at best questionable?

5. Teachers are not trained to use such a method.

Before attempting to evaluate these objections, it might be well to consider the present classroom work in language teaching. Almost generally the first year or so is devoted to a study of grammar. The student learns rules of grammar, memorizes a list of words, applies the rules to the words and creates sentences in this way. There is, I think everyone will readily admit, no guarantee that the result will be a tolerable sentence in the foreign

language. What the method I have described implies is a diametrically reverse procedure. A carefully presented model of colloquial usage is the point of departure. After thoroughly mastering the model conversation, the student will learn the few points of grammatical usage necessary to apply the model. In a word, instead of *artificially creating* the foreign language out of the two elements: grammar and vocabulary, he will first learn the language as it is actually spoken or used and then alter the forms of the words on the basis of the grammatical points he has acquired. Actually, he is learning the spoken language by imitation, as a child does. He subsequently studies grammar, not for itself, but only in order to apply more widely the language model he has mastered. In a word this is a definite method of functionalizing grammar.

Here it should be noted that the problem of motivation for teaching grammar becomes immeasurably less difficult, since every point of grammar has immediate significance and applicability. Grammar is not a subject in a vacuum but a practical aid, the utility of which even the average student can see without difficulty. In this connection the presentation of grammar must be altered fundamentally. We must not use the congealed phrases of the discipline, not presume that "clause," or "infinitive" are terms to be taken for granted. The grammatical points must be couched in such language as simple directions are, for that in essence is what grammar has become.

Very frequently, the subsequent terms of language classes are devoted in great part to "reading." This means in many cases that the text is read aloud by students in class and then translated into English. To my mind reading of this type is, in most instances, either a waste of time, or more important, a very harmful procedure to follow. Indeed, when students read aloud, others in the classroom are subjected to defective pronunciation and intonation, and the teacher can point out only few of the errors made. Translation into English is an excellent exercise—in English. It requires the student to bring to mind all the resources of the English language to shape his words in order to meet the tone and precise meanings of the original. If translation is not carried on with this insistence on precision, which demands both esthetic and lexicographical insight, it is false and misleading. In any case, it takes time from the genuine study of the foreign language itself. More recently there has been at least some noticeable tendency in the direction of silent reading, although I believe it has been limited in use to the high school. Now, in the forty minute high school period, silent reading is a loss of precious time in exchange for benefits I cannot even glimpse. There has also recently been an attempt at conversation in the classroom, but to my knowledge it has not been reduced to a systematic method.

But some of the objections I mentioned still remain. Can a speaking knowledge be imparted in a two or three year high school course, when I am

ready to admit that a reading knowledge cannot be adequately achieved?

Reading a piece of literature at random may entail a diversity of vocabulary as broad as life itself. The short story writer may lead his reader from the slums and its peculiar cants to the highly mechanized factory floor in a matter of ten lines. The lexicography involved would necessarily be rich and varied beyond any capacity of a young student. And even an ordinary novel would present many linguistic barriers.

On the other hand, the number of situations in which the spoken foreign language would be used by the average American student is definitely limited; the amenities of everyday life; asking one's way about the city; buying and selling articles of everyday use. In fact, these subjects may be reduced to thirty or more at most. They can be mastered reasonably well in the high school course of two or three years, if, in the first year at least, two successive periods per day could be devoted to the language. Moreover, the conversations will mean much more to the student than the present material he reads. They will enable him to say many things of significance to him in the foreign language. He can know this pleasure from the very first day of his study.

We have had ample opportunity to watch the method in practice. The material was used in civilian courses for the first time in the Spring of 1944 in the Evening Session adult courses. Two hundred students enrolled for them at that time. In the Fall of 1945, the City College Adult Education Program also offered these conversational language classes, among others, in various local neighborhoods of New York City. At that time there were forty-three language sections attended by 645 students. And the number of classes has increased since. The sustained public interest in these courses is an undeniable testimony to their practical value.

But suppose even that a reasonable mastery of the spoken language were achieved, what opportunities would the American student have of putting this skill to use? There are two principal answers to this objection. This conversational knowledge may indeed be used for its own sake and secondly, it is an excellent, and possibly the best, way to achieve a reading ability subsequently.

"This shrinking world" has become a commonplace since the steamboat. Now the continents are only ever-dwindling hours away from each other. In tomorrow's world it will be no will-o'-the wisp to foresee that our people will spend two-week vacations in droves, in Paris, Moscow, Vienna, or Buenos Aires, and come back with an armful of books in their specializations and a number of personal contacts with co-workers in their fields of endeavor. At a time when political isolationism is being scrapped, any educational effort tending meaningfully and tangibly toward international understanding will be of immeasurable significance. The reasonable

speaking mastery of a foreign language would serve as a cogent incentive, I am sure, in bringing people to visit the country where it is spoken.

On the question of "speaking ability" as a stepping stone to a reading knowledge I think this much may definitely be said: there is no doubt in anyone's mind that a person may be able to read a foreign language and yet have tremendous difficulty in speaking it. On the other hand, it is unthinkable that a person who is literate in his own language and has a speaking knowledge of a foreign language cannot learn to read it in a very short time.

Now, reading necessarily entails the thorough mastery of basic words of high frequency and the fundamental rules of grammar. The "speaking method" I have proposed contributes just as effectively to this end and, I think, even more so than present procedures. For the words used in speaking are just the ones which must be learned as fundamental in any case. In the Romance Languages, the common words of everyday use, "trouver," "hallar," "achar," "trovare" are not readily recognized by an English-speaking reader. They must be learned and remembered. On the other hand, the learned words one meets in reading are much more readily recognizable: "configuración," "comfiguração," "configuration," "configurazione." In fact, vocabulary recognition depends in great part on the reader's English linguistic equipment. The later in his school career or reading experience the student undertakes reading in a foreign language, the more easily he will acquire the skill. In German or Russian literary words are in innumerable instances combinations of two or more simple everyday terms.

My thought then is that reading material may be undertaken in the high school curriculum in the final term or at most in the final year. In any case, however, literary models with an unrestricted vocabulary should not be used. The material read at home by students would be used for conversational work in class. It should moreover be covered intensively, which implies of course that students will learn the phraseology actively. In such circumstances, there must be no words or expressions which are outside the student's interest. He must always feel the need to use them. The newspaper which is fresh each day but uses the same vocabulary in news stories that carry over daily will quickly give the student that sense of accomplishment in reading easily and with pleasure. Finally, reading sections in the last term may be planned for individual groups according to the students' field of major interest. Here again familiarity with the relatively restricted vocabulary of a particular field—the arts, history, some vocational subject or science—will enable the student to read with comparative ease in the one field of his interest.

I do not believe, in answer to the remaining objections raised against the speaking method, that the present teachers of language cannot or will

not adapt themselves to the teaching procedures and the materials I have outlined. In essence they would be sacrificing none of the values of language study for which they have always worked so effectively. Contrary to a common misconception, grammar is not eliminated but differently stressed, and the reading objective is not discarded but achieved in what, I believe, is a more intelligent manner.

There is, however, one department of work which, in my opinion, must be sacrificed if we are to achieve our purpose reasonably well. There must be no or little writing of the foreign language and no insistence on spelling. Primarily, it is a question of economy of purpose. We simply cannot achieve more than one fundamental objective in the time allotted. But, even more, we have reason to believe from a number of experiments, inconclusive as yet, to be sure, that the ability to write develops quite naturally with the ability to speak. After twelve weeks of elementary Italian in the Army Program in which no writing at all was attempted, the trainees were given a dictation in the language. The group of twenty-five trainees did just as well, on the average, as a third-year high school regents class which served as a basis of comparison. It is true of course that our trainees had had seventeen hours a week of the language during the twelve weeks. A trial dictation of this sort was also taken by a class in elementary French after an eight-week course of two evenings a week, two hours an evening in our Adult Education Program. Here again the results were likewise tolerably good.

I think one may see in all this the answer to the question why private schools of language are flourishing enterprises and why, at the same time, people not infrequently say of their school language courses that they were a waste of time. There is no doubt, a genuine interest in the conversational foreign languages does exist. Shortly before the inauguration of the Adult Education Program, 55,000 circulars were distributed in various boroughs of New York to determine adult interest in education throughout the city. By far the greatest demand shown by the returns was for conversational language courses.

With a definite method to achieve the goal and the good will of the teaching staff there is no reason why we cannot effectively realize our purpose. In fact, the very accomplishments of the college in the Army Specialized Training Program prove that such adaptability by the staff is possible.

"AMERICANS, AWAKE TO LANGUAGE NEEDS!"

# *What Shall the Aims of Foreign Language Teaching Be in the Light of Recent Experience?*\*<sup>2</sup>

THEODORE HUEBENER

*Acting Director of Foreign Languages, Board of Education,  
New York City*

(*Author's summary.*—In view of the unselected student-body and the limited time, the high school foreign language course could not successfully pursue the "conversational aim." The school is primarily an educational institution and not a training camp. Only a broad cultural aim, with adequate provision for oral practice for the gifted, is valid.)

**T**HE QUESTION: "What shall the aims of foreign language teaching be?" has reference, of course, to the objectives of our high school course of study. The term "recent experience" in this connection refers obviously to the Army Specialized Training Program which aroused so much popular interest and professional discussion.

The general effect of the A.S.T.P. was rather salutary, for it stimulated a widespread desire to acquire quickly a practical knowledge of a foreign language. It also had a wholesome pedagogical influence in stressing the oral phase of foreign languages and in emphasizing the fact that a modern language is, after all, a living medium of communication.

Unfortunately, however, some of the popular literature dealing with the procedures and achievements of the A.S.T.P. has misled not only the layman, but also the teacher. Through incorrect or superficial descriptions of the methods used, and through fantastic claims made for the success of these methods, it seemed as if an educational miracle had been accomplished. This, in itself, would not have caused much harm. The real damage was done when the writers of the articles concluded their panegyrics with a satiric side-thrust at the average foreign-language teacher with the petulant question: "What has the school been doing all these years? Why has it not employed these marvelous methods?"

As has been pointed out repeatedly by those who have made a study of the A.S.T.P. and have attempted to evaluate it, whatever measure of success was attained was due fundamentally to a number of favorable factors and not to the use of a new and wonderful method. In fact, most observers agree that there was much diversity of method. The essential features of the A.S.T.P. which distinguished it from the ordinary high school and college set-up were: the large time-allotment, the highly selected students, the small classes, the direct motivation and the pressure of Army discipline.

\* From a talk delivered at a meeting of the New York Society for the Experimental Study of Education on March 9, 1945.

Actually the Army was offering an intensive and highly concentrated course of six years of high school work within nine months to a body of eager young men who had every inducement to learn.

Fundamental, too, was the singleness and definiteness of aim, namely, the endeavor to provide the student within as short a time as possible with oral fluency in the foreign tongue, to be used in actual life situations. This came to be known as the "conversational aim."

The objective of the school, on the other hand, has been to provide the student with a comprehension ability so as to enable him to read with ease and enjoyment foreign-language material of a fair degree of difficulty. This is the so-called "reading aim." Its acceptance was largely a compromise, for it was felt that it was the only objective which was reasonably attainable within the two years devoted to the average course in foreign languages.

Perhaps the designation "reading" aim was unfortunate, for it seemed to mean that skill in reading was the sole objective. However, at the time it was set up, it was definitely stated that the use of the spoken tongue was not precluded; that reading was not the only but merely the chief aim. Provision was made for oral and written practice, for memory work, dictation and composition. It was obvious that merely reading a selection, either silently or aloud, without any discussion or oral reproduction, would be stultifying. In the progressive teacher's classroom there has always been speaking and writing as well as reading.

Furthermore, according to our New York syllabus, the reading aim was merely the immediate objective; the ultimate aim was to acquaint the student with the foreign civilization. One could, then, just as well have spoken of the "cultural" aim.

The theme of our discussion implies that the present objective of foreign-language instruction is not adequate and that there is need for a change. Considering the contribution of the A.S.T.P. which was, in a sense, the most extensive recent experiment in this field, two questions arise: (1) Shall the school adopt the conversational aim? (2) Is it possible to achieve this aim within the framework of the present high school curriculum?

My answer to both of these questions is "No." Taking the second question first: our students are so uneven in mental equipment and desire to learn, our classes are so large, and our time is so limited, that it would be folly to set up the conversational aim. Greater stress on oral activities is highly desirable but setting up conversation as the chief and sole aim would prove disastrous. The number of failures would be greater than it is at present.

That the school should adopt the conversational aim is demanded primarily by those who insist that the outcome of language instruction should be facility in a practical skill. This is not demanded of other subjects; in the academic high school even commercial and pre-vocational subjects are

taught essentially for their educational values. The school, after all, is not a training camp, working under high pressure, with intensive methods, designed to equip trainees with an immediately useable skill, but an educational institution organized to develop character, build citizenship and transmit the cultural heritage of the race. Its major interest must remain life values.

Conversation is one of the most useful, interesting and stimulating phases of a foreign language. It is a highly desirable skill and may be made a life value. However, it requires unremitting practice in its acquisition and in its maintenance. As teachers of living languages we should be eager to develop it in our better students. I am sure that we would be fairly successful if we could be given, in addition to the five periods of regular instruction, three laboratory periods for oral practice. To make this practice most effective it would have to be given under conditions resembling those of the A.S.T.P., namely, highly selected students, small groups, genuine motivation and superior teachers.

As for the large majority of our students we must take into account that for many of them the foreign language is only another school subject; that their main interest may lie elsewhere; that only a very small portion of them will ever use the language for practical purposes in travel, research, commercial correspondence, translation, or teaching. For them the broader cultural and educational values must remain paramount.

As far as the immediate linguistic objective is concerned, the aim of foreign-language teaching, under our present organization in the high school, should be to equip the student, through daily practice in reading, writing and speaking, with the absolutely necessary fundamentals of the language, so that he has a firm foundation on which to build if he is to make practical use of the language later in life. If the school has given him this basic equipment, the student can readily develop his facility in reading, writing and speaking for practical purposes or personal enjoyment.

"FOREIGN LANGUAGES FOR GLOBAL WAR AND GLOBAL PEACE!"

"FOREIGN LANGUAGES—AMERICA'S NEED FOR THE FUTURE!"

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## • Notes and News •

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### A BRIEF FOR FOREIGN LANGUAGE STUDY

1. *Language mastery* is basic to all education; i.e. the correct, apt, and forceful use of words to formulate and express ideas.

2. Foreign language study contributes in a unique manner to the *command of the native tongue*, by virtue of the grammatical and semantic comparisons which it invites, and those conscious analyses of speech-processes which are initiated by the good teacher to facilitate learning.

3. Foreign language study makes a peculiar contribution to the *mental training* which is one of the important objectives of all basic education. On the formal side, it requires constant, exact memorization and recall, comparison and contrast, and a steadily enlarging scope for the combination and relation of disparate groups of facts. Moreover, at least in its more elementary stages, it is nearly unique in its cumulation—as if every brick laid on the top of a pyramid automatically broadened the base of it.

4. *Utility values* of foreign language study, personal, professional, or political, may be taken for granted and require no elaboration here. The need for foreign language competence lies embedded in the organization of the world. The requirements of the individual in this regard are seldom predictable; but since a language competence cannot be gained without long and intense application, and since social, personal, or political needs for such competences are apt to develop both suddenly and imperatively—witness World War II—it is to the interest both of the citizen and the state that large “pools” of at least potential language competence should be created by the educational system of the state. (A command of reading, writing, and arithmetic on the part of all normally gifted youth is not left to individual choice, but is made a prime objective of all elementary education. The needs of the state take precedence here, and may well do so elsewhere.)

5. One form of *communal utility* which derives from language study and benefits both the individual and the state may be considered separately. Each foreign language serves as a gateway to the thinking and the stored wisdom of a great human family, and the individual who unlocks that gate for himself becomes as it were a channel through which some portion of that wisdom flows back into and enriches the community in which he lives. Such cross-fertilization of the national mind is imperative if a people is to keep up with the progress of the world, not only in its technical achievements, but also in those philosophic perceptions which in the end give all life its meaning and its true importance. (It is not true—all assertions to the contrary notwithstanding—that translations into the native tongue render the direct study of foreign tongues superfluous.)

6. One criterion of the justification for a given educational discipline is its *surrender-value* for the individual. It may be questioned whether any other non-vocational subject makes as large a potential contribution to the future mental life of the citizen as a substantial foundation knowledge of a foreign language.

7. *International prestige* is directly served by the foreign language competence of the citizens of a state. Our prestige in Central and South America today is needlessly low because of the linguistic backwardness of our diplomatic and commercial representatives there. If the United States is to take a part in international affairs commensurate with its power-potential in the world, it must be served abroad by men and women who can meet the representatives of foreign peoples on a footing of linguistic equality.

For the reasons given above, the undersigned deplores the tendency, which is still strong

in this country, to consider foreign language study a peripheral and luxury subject, and advocates a systematic attempt to emphasize its importance in the educational system of the United States of America.

BAYARD QUINCY MORGAN  
*Stanford University, California*

Jan. 5, 1945

## FOREIGN LANGUAGES AND INTERNATIONAL UNDERSTANDING

"Education for international understanding and good-will will involve the study of the so-called humanities. It will involve thinking after them the thoughts of the world's great thinkers, its poets, its philosophers and seers, its spiritual leaders, whatever may have been their race or nationality or language or the age in which they wrought. It will involve the study of the languages of other peoples; for lack of a knowledge of foreign languages impedes communication and makes genuine understanding more difficult. . . ." (Dr. John W. Studebaker, U. S. Commissioner of Education, in *Education for Victory*, Oct. 3, '44).

## SUBJECT MATTER SPECIALISTS

Something new will be added to the staff of the U. S. Office of Education, if the proposed reorganization is approved by Congress. The new element will consist of specialists in subject matter to be placed within the major divisions proposed. Commissioner Studebaker is asking that the following be authorized: Specialists in English language, reading and literature; social sciences; foreign languages; geography; science, engineering; commerce and business; history; health instruction; conservation; aviation; physical education and athletics.

Salaries for these specialists would range from \$4,000 to \$5,000 a year.

## INTERNATIONAL EDUCATION RELATIONS

In line with the growing interests in international education, Commissioner Studebaker proposes to strengthen the work in international education relations by the establishment of a new division, headed by a director (\$8,000). Aiding him will be chiefs of European and of Near and Far Eastern educational relations. Specialists in exchange of information on education; exchange of professors and students; in preparation and exchange of materials for use in foreign schools; and in evaluation of credentials (a total of eight) are also contemplated.

A total expenditure of \$83,500 is asked for international education relations activities. In 1944 only \$16,386 was spent by the Office of Education in this field.

(Edpress News Letter, Vol. VII, No. 11, Jan. 22, 1945)

## MORE STUDY OF FOREIGN LANGUAGES NEEDED

This war has apparently not been accompanied by any significant outbursts against the music, language or literature of enemy countries such as occurred in World War I. Indeed, the study of German, Japanese and some other languages has been actually stimulated, though this has been principally a practical project, wholly associated with contemplated military operations or ultimate occupancy of foreign countries. After the war scientific and medical discoveries will doubtless be made in what are now enemy countries and will be described in their own language and scientific periodicals. The opportunities and facilities for the study of foreign languages are far greater in this country than they have ever been in Australia, whose medical journal has recently taken editorial notice of the need for such study there. The linguistic ability of most Americans compares unfavorably with that of Europeans and others who are exposed early in life to two or more languages. Many leaders of educational opinion

in this country have claimed that there is no good reason to teach foreign languages in the schools before the usual high school age. This claim should be reexamined. Medical science has never failed to recognize the need for widespread dissemination of new discoveries; a most important instrument is comprehension of the language in which the discovery is made. Any improvement in methods, therefore, by which a greater knowledge of foreign languages can be achieved in this country will deserve the support of the medical profession.

(Journal of the American Medical Association, Vol. 127, No. 3, Jan. 20, 1945, p. 162.)

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## Announcements

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### TUITION SCHOLARSHIPS FOR STUDY AT THE UNIVERSITY OF HAVANA SUMMER SCHOOL, JULY 9 TO AUGUST 18, 1945

Announcement has been made by the Secretary of the Summer School of the University of Havana, Cuba, of ten scholarships covering tuition fees up to 21 hours weekly, for attendance at the 1945 Summer School session.

These do not include maintenance or transportation costs. The cost of moderate room and meals for the six-week session has been estimated at \$150.00 for the session, plus additional for incidentals and personal expenditures. Round-trip plane fare from Miami to Havana is \$36.00 plus fifteen per cent U. S. Federal tax. Transportation rates to Miami may be obtained from the local bus or railroad companies.

Appointees make their own passport, travel and living arrangements. Information about passports may be obtained from passport offices in New York, Boston, Chicago, San Francisco and Washington, or elsewhere from the U. S. district court or state court. A passport is required. A Cuban visa is not required for native-born United States citizens. The question of credit for courses taken must be determined by the local college or university.

*Requirements for eligibility* of applicants include United States citizenship and a bachelor's degree from an accredited college or university, prior to the making of the award. Applicants must present evidence of scholarship and character in form of scholastic records and letters of recommendation from responsible persons; must establish their ability to read, write and speak Spanish, and must present a health certificate. Men applicants must indicate their draft status; appointees would need permit from the local draft board to leave the country; the award of a scholarship may not be made the basis of application for draft deferment.

*Application* on forms to be secured from the Institute of International Education, 2 West 45 Street, New York 19, N. Y., must be filed at the Institute, with complete credentials, before May 15, 1945.

### INTER-AMERICAN WORKSHOP AT STANFORD UNIVERSITY

Plans are being perfected for an Inter-American Workshop to be held at Stanford University in collaboration with the Office of the Coordinator of Inter-American Affairs. The course will last from June 21 to August 18. The staff of the workshop will be members of the Stanford faculty who are specialists in Latin American affairs and visiting scholars and lecturers from Latin America. A Spanish house for women students who are interested in perfecting their knowledge of spoken Spanish will be in operation. Spanish language motion pictures, programs of music of the Americas, dramatic readings and exhibits of Latin American art, handicrafts and publications will supplement class room discussions. Further information and enrollment blanks may be obtained from Dr. Juan B. Rael, Director of Inter-American Workshop, Stanford University, California.

**SUMMER SCHOOL IN VIRGINIA FOR SPANISH TEACHERS****Middlebury Plan to be Used in Four-Week Workshop**

A Spanish Workshop will be held from June 22 to July 21 at Westhampton College, Richmond, Virginia, sponsored jointly by the Virginia Chapter of the AATS and the University of Richmond. Help for the Workshop has been given by the Office of the Coordinator of Inter-American Affairs. Consultants and lecturers are being furnished by the Division of Inter-American Educational Relations, U. S. Office of Education.

Dr. Salvatore Mangiafico, of Sweet Briar College, President of the Virginia Chapter of the AATS, will be the director of the Workshop, assisted by Miss Margaret T. Rudd of Westhampton College. Among the lecturers will be Dr. Gordon Brown, formerly of Georgia Tech and the Duke Spanish School, and Dr. Marjorie Johnston, of the Coordinator's Office.

The Workshop has the backing of the Virginia State Board of Education which is offering certification credit to all teachers who attend. Every school superintendent in Virginia has received a notice of the Workshop from Dr. Dabney S. Lancaster, State Superintendent, and is urged to raise funds for scholarships from his community. Scholarships covering the registration fee are likewise being offered by the University of Richmond and by the Virginia Chapter of the AATS.

The tuition fee will be \$20.00 and board and room will amount to \$15.00 a week. There will be courses in geography, civilization, conversation and a seminar on teaching methods. Also, afternoon "paseos," fiestas, films, etc.

For further information, write Miss Margaret T. Rudd, Westhampton College, University of Richmond, Virginia.

**THE SUMMER SCHOOL FOR SWEDISH STUDIES**

Under the auspices of the Augustana Institute of Swedish Culture, Augustana College, Rock Island, Illinois, and North Park College, Chicago, Illinois, cooperate in offering a course of instruction in the Swedish language and a series of lectures to form a comprehensive "area study" of Sweden.

The use of intensive methods of instruction, with experienced teachers, and in the most favorable environment, will make it a significant experiment in American education.

The School will be held in the inviting surroundings provided on the campus of North Park College on Chicago's North Side.

The core of the curriculum will consist of intensive study of the Swedish language, using the plan which was developed by Prof. Einar R. Ryden for the Army Specialized Training Program at the University of Minnesota. Fifteen hours a week will be devoted exclusively to language study. In addition a supplementary course will be offered in a series of lectures which will emphasize the history, government, education, popular movements, art, music, industries, etc., of the Sweden of today.

The language classes are scheduled for each afternoon, Monday through Friday, and the evening sessions will be used for social and recreational purposes with conversation practice, singing, motion pictures, games, etc. A Swedish community sing will be held one evening each week under the direction of an outstanding group leader.

Instruction will be on the college level and so organized as to justify college credit, making it possible for students to earn nine semester credit hours. High school graduates and high school students within one year of graduation and with high scholarship record are qualified for admission as well as any adult, without reference to academic preparation, who desires to pursue the studies without college credit.

Tuition for the entire course of eight weeks will be \$50.00. Rooms will be available in the North Park dormitories at the rate of \$3.00 per week and meals at \$7.00 per week.

**BOARD OF EDUCATION BROADCASTS FOR THE SCHOOLS**  
**PAN-AMERICAN VOYAGE**

Offered in cooperation with the Bureau of Foreign Languages

Tuesdays at 10:45 A.M.

March 13-June 5

*Advisory Board*

Narrated by

Dr. Theodore Huebener

Acting Director of Foreign Languages

Written by:

Edward Stasheff

Program Dept. WNYE

**PAN-AMERICAN VOYAGE**

| <i>Date</i> | <i>Scene</i>         | <i>National Hero</i>                    | <i>Conversation Unit</i> |
|-------------|----------------------|---|--------------------------|
| Mar. 13     | Venezuela            | Simón Bolívar                           | Greetings, Friends!      |
| Mar. 20     | Colombia             | Francisco De Paula Santander            | In the Railway Station   |
| Mar. 27     | El Ecuador           | Francisco Javier de Santa Cruz y Espejo | In a Restaurant          |
| Apr. 10     | El Perú              | Hipólito Unanue                         | At the Hotel             |
| Apr. 17     | Bolivia              | Antonio José de Sucre                   | The Photography Shop     |
| Apr. 24     | Chile                | Bernardo O'Higgins                      | Flying the Andes         |
| May 1       | La Argentina         | José de San Martín                      | Driving a Car            |
| May 8       | El Uruguay           | José Gervasio Artigas                   | The Radio                |
| May 15      | El Paraguay          |   | At the Movies            |
| May 22      | El Brasil (O Brazil) | José Bonifacio                          | Greetings, Friends!      |
| May 29      | El Brasil (O Brazil) | José Bonifacio                          | In the Hotel             |
| June 5      | En Route to Mexico   | Benito Juárez                           | Aboard Ship              |

Additional copies of this material may be secured by writing to Mrs. Marjorie P. Smith, Station WNYE, 29 Fort Greene Place, Brooklyn 1, New York. Please enclose postage.

**NEW COMMITTEE ON TEACHER EDUCATION**

The Committee on Teacher Education, the American Council on Education's newly appointed group charged with the responsibility for further implementing the work and findings of the Commission on Teacher Education, announced the appointment of Dr. L. D. Haskew as its Executive Secretary. Offices for the committee are located at 525 W. 120th St., New York 27, N. Y., where Dr. Haskew, who is on leave from his position as Director of Teacher Education at Emory University, has assumed direction of the Committee's program on April 1.

The Committee on Teacher Education plans to devote its major attention to assisting school systems, institutions, and organized agencies with problems involving the recruitment and education of teachers, bringing to bear upon those problems the experience of the Commission on Teacher Education and its professional staff. Several volumes reporting and analyzing the Commission's experiences are already available, and additional publications are scheduled to appear this year. Those already published are: *Teachers for Our Times*; *Evaluation in Teacher Education*; *Teacher Education in Service*; and *The College and Teacher Education*.

Membership for the new Committee on Teacher Education has been drawn chiefly from the former Commission on Teacher Education. Chairman is Professor E. S. Evenden, Teachers College, Columbia University, and other members are: Professor Karl W. Bigelow, also of Teachers College; Professor Russell M. Cooper, University of Minnesota; Professor Mildred English, Georgia State College for Women; President Charles W. Hunt, Oneonta (N. Y.) State Teachers College; Dr. A. J. Stoddard, Superintendent of Schools, Philadelphia; Dean Ralph W. Tyler, University of Chicago; and President George F. Zook, American Council on Education.

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## • Personalia •

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### CONGRATULATIONS AND BEST WISHES TO DR. HAYWARD KENISTON

As teachers of languages we should all be gratified at the appointment of one of our most distinguished colleagues, Dr. Hayward Keniston, formerly Chairman of the Department of Romance Languages and Literatures to the Deanship of the College of Literature, Science and Arts of the University of Michigan. We know that he will continue to be an able advocate of the foreign languages in the administrative circles of our higher education.

#### DR. KENISTON IS NAMED DEAN OF LITERARY COLLEGE

Dr. Hayward Keniston, chairman of the University department of romance languages and literatures, was appointed dean of the College of Literature, Science and the Arts by the University's Board of Regents. He will replace Dean Edward H. Kraus, who was officially retired from his position.

Born July 5, 1883, in Somerville, Mass., Dr. Keniston is a graduate of Harvard University, from which he also received a master's degree and the degree of Doctor of Philosophy. He also studied in Europe.

The new dean's teaching career began in 1904 when he became an instructor of Latin at Colby College. He subsequently taught at Hotchkiss School and at Harvard University. In 1914 he became a professor at Cornell University, taking over the position of dean of the graduate school there in 1919. From 1925 to 1940, when he came to Ann Arbor, he was professor of Romance languages at the University of Chicago.

Dr. Keniston has served as assistant librarian for the Hispanic Society of America and as secretary of the Society's Committee on American Council on Education. He is a fellow of the American Academy of Arts and Sciences and a member of the American Philosophical Society and of Phi Beta Kappa, national honorary society. He has contributed widely to reviews in the field of romance languages and is the author of books and articles on Spanish and Spanish American history, language and literature.

Dr. Keniston returned to Ann Arbor last October, after a two-year leave of absence to Buenos Aires, Argentina, where he served as the cultural relations attaché for the United States Embassy. In 1941, he attended an international conference on intellectual co-operation at Havana, Cuba.

The new dean will assume his position immediately.

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## • Reviews •

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PITTARO, JOHN M., *Conversación Fácil*. Illustrated by Louis Terri. The Macmillan Co., 1945. viii, 85 pp. Paper-covered. Price \$.48

PITTARO, JOHN M., *Anécdotas Fáciles*. Illustrated by Louis Terri. The Macmillan Co., 1945. viii, 74 pp. Paper-covered. Price \$.48

These are the first two in a planned series of conversation booklets. They are alternative,

each booklet dealing, in thirty sections, with the school, the home, the city, and the country. Each section of *Conversación fácil* begins with a short joke in Spanish, followed by a Spanish dialogue. There are explanatory notes and a list of idioms for each section. At the end of the booklet there are exercises: questions, completion, recognition of cognates, replacement, true-false, and location of idioms and key words in the text. Only the last type seemed to me to offer a doubtful reward for the labor involved. There is also a Spanish-English end-vocabulary. *Anécdotas fáciles* substitutes humorous anecdotes for the jokes and dialogues of the other booklet, and it is written in somewhat more difficult Spanish, but the notes and exercises are of the same type.

The material is intended not merely for reading, but to serve as the basis for oral repetition, acting out, and absorbing as thoroughly as possible the vocabulary and speech patterns of the original. There is some divergence of opinion on the kind of reading material that is the best basis for conversational work: some teachers feel that there should be a factual content on which a series of questions or a discussion may be based; there is the contrary opinion that the text should consist of material already in dialogue form, which can be imitated directly by the student. It is for this second group that the present volumes are intended, and *Conversación fácil* meets its needs more completely than the companion volume.

Humor is an elusive quality for a beginner in a foreign language, but the author has been unusually successful in this difficult field. The jokes and anecdotes are really fresh and amusing, and not at all too subtle for their intended audience. The clever line-drawings by Louis Terri add a good deal to the attractive, sprightly appearance of the books.

Any high-school teacher who is anxious to increase the oral fluency of his students (and who is not?) should become acquainted with these two volumes.

DONALD D. WALSH

*The Choate School  
Wallingford, Connecticut*

JARRETT, EDITH MOORE, *Sal y sabor de México*. Boston: Houghton Mifflin Co., 1944. xiv, 194 pages. Price \$1.48.

*Sal y sabor de México* is intended for use in second-year high school classes, or in the first year of college Spanish. Its eighteen sections are equally divided between chapters that describe the customs, festivals, and daily life of Mexico, and playlets than can be read or acted out in class. The information about Mexico is varied and interesting: the market place, Christmas and New Year, train rides, the lottery, poetry, and art in daily life, the *Coco* and the *Llorona*, Mexican courtship, public letter writers, buried treasure, and the Carnival. Each play is followed by a short poem for memorization.

At the end of each chapter or play, there are exercises: true or false statements, antonyms, defining words in Spanish, verb and completion drills, questions, and word formation. There are numerous footnotes that explain language difficulties, proverbs, and customs, and a Spanish-English end-vocabulary.

In the Appendix are projects for the Spanish class or Club: directions and patterns for making *guaraches*, *nacimientos*, *piñatas*, and costumes; songs and dances; recipes for food and refreshments.

In her *Preface*, the author says that "the vocabulary content, with a total of about 1240 words and idioms, has, with the exception of essential plot and practical words, been held as closely as possible to the 1500 words of Buchanan's GRADED SPANISH WORD BOOK and to the first 200 idioms of Keniston's SPANISH IDIOM LIST." Even so, the colloquial nature of much of the language makes this a fairly difficult book for the young student for whom it is primarily intended, and I fear that older students might find the content too child-like and the approach too naïve for their taste.

The book is handsomely printed, and illustrated with sketches and photographs of Mexican life.

DONALD D. WALSH

*The Choate School  
Wallingford, Conn.*

TYRE, CARL A., and TYRE, ANNEMARIE B., *Speaking Spanish, A Conversational Guide*. New York: Henry Holt and Co., 1944. ix, 217, cxx pages. Price \$1.75.

*Speaking Spanish* is intended for use in second-year college or third-year high school classes. It consists of eighteen chapters, each dealing with a subject of general interest: the weather, sports, education, meals, etc. Each chapter begins with a Spanish text of three or four pages, followed by a list of idioms and a long reference vocabulary on the chapter topic. There is a good variety of exercises: questionnaires, vocabulary building, suggestions for themes, English to Spanish translation, and Spanish sentences to be changed from one person or tense to another. In the later chapters, there are excellent objective tests on Latin American history, literature, geography, and sports. There are the usual end-vocabularies and an alphabetical list of idioms.

The Spanish texts are usually in dialogue form; they are interesting in content, and good models of colloquial speech. Much thought and care have been put into the vocabulary-building exercises in each chapter, with studies of cognates, prefixes and suffixes, word formation, compound nouns, word families, synonyms and antonyms. The reference vocabularies are extremely full, so complete indeed that I wonder if the student could absorb them within a reasonable time allowance. It is evident that the authors believe thoroughly in vocabulary building as the basis for oral fluency, and for the teacher who agrees with them, there is a wealth of material in *Speaking Spanish*.

I found few errors in reading the text, but felt that the authors, in their enthusiasm for drills on cognates, sometimes assumed a wider knowledge of English vocabulary than most high school students will possess.

DONALD D. WALSH

*The Choate School  
Wallingford, Conn.*

GIDE, ANDRÉ, *Les Faux-Monnayeurs*. New edition by Editions Variétés, Montréal, 1944.

It would seem infinitely easier to attempt to write a series of essays on the manifold values of such a complex masterpiece as *Les Faux-Monnayeurs* than to try to present it in a condensed form to a scholarly public already acquainted with it.

If a masterpiece is judged by the fact that "it grows on you" every time you read it again, I, for one, am very thankful to Editions Variétés for having given me the opportunity to read again, and more than once, from cover to cover, the new edition of *Les Faux-Monnayeurs*. The many characters have bizarre adventures, as M. Brodin so well expressed it in *Les écrivains français d'entre deux guerres*. Is this nothing but a subtle psychological study of juvenile delinquency in all its nuances? Or is it mostly a fascinating study of the novelist at work? Certainly it is a proof that André Gide knows how to blend art and reality with an unequalled mastery of classical style.

The book is marred by a few typographical errors: "des époissons" (p. 164), "vous êtes trop jeune pour parler ainsi" (p. 216), "inquiérude" (p. 233), "molusques" (p. 272), "il faisait y voir . . ." (p. 277), "Georges" (p. 293), "une salle de spectable" (p. 345), "Passavant qui prétends toujours dominer la situation" . . . (p. 386). One mistake might bring confusion to

the mind of an English-speaking reader: "On dit qu'il est des routes sur la mer; mais elles ne sont pas tracées, et Bernard ne savait *qu'elle était la sienne*" (p. 362).

MARION TAMIN

*Western Michigan College of Education  
Kalamazoo, Michigan*

BENOIT-LÉVY, JEAN, *Les Grandes Missions du Cinéma*. Montréal: Lucien Parizeau et Compagnie, 1945.

M. Jean Benoit-Lévy, well-known to patrons of French motion pictures for his creation of such splendid films as *La Maternelle* and *La Mort du Cygne*, has written, in *Les Grandes Missions du Cinéma*, a serious, thought-provoking study of this newest and most popular of the arts. The author, who has been in America since the fall of France in 1940, devotes the greater part of his book to a detailed treatment of what he considers to be the great mission of motion pictures, namely, education, but education taken both in its narrowest and in its broadest sense.

The author has much to say about visual education in the schools where, he declares, too infrequently the art of using films as an instructional tool is not so thoroughly known as it should be. The utilization on a large scale and with no little skill of a variety of types of training films by the United States Armed Forces, however, does not seem to have attracted particularly the attention of M. Benoit-Lévy, for he accords but scant mention to it.

The author emphasizes the important rôle the film should have in adult education, where its function is to make scientific and social truths pleasantly digestible by the technique of popularization. When this type of educative film is shown in "movie" theatres to the larger public whose desire is to be entertained and not to be educated, these ideas must be clothed with a story if they are to perform their functions efficaciously.

M. Benoit-Lévy devotes several chapters to documentary films, which he sub-divides into three main genres, the publicity film, the film of life, and the film of information. The publicity film comprises, for example, such films as those by which an industrialist demonstrates his product and its workings to prospective customers and those by which a nation shows the attractions of its different regions to potential tourists. The genre to which the author gives the name of film of life is that which, in his own words, reproduces the life of man, of animals, of nature, without the participation of either professional actors or studios. The film of information, while resembling somewhat the film of life, differs from the latter in that it is not only the result of a different conception and technique, but free artistic expression, which is the basic condition of the film of life, is generally lacking. The film of information, which has in recent years achieved such popularity, has been forced, because of the reluctance to dispense with the double-feature program in standard "movie" theatres, to find its full expression in small theatres especially devoted to newsreels, to such film documents as *The March of Time*, *This is America*, to war epics such as *Desert Victory*, *The Life and Death of the Hornet*, *The Memphis Belle*, and *The World at War*, among others. Some of the war epics photographed by German combat cameramen were used by the Nazis as weapons of war to strike fear into the hearts of the neutral countries between 1939-1941. *The Polish Campaign* and *Victory in the West*, besides being given special showings by the Germans before a large group of foreign diplomats and military attachés in Turkey, were widely distributed in neutral countries with the intent of showing the crushing might of German arms and the obvious futility in combatting them. The author mentions some of these things in his outline of the uses of the motion picture as an offensive and defensive weapon.

The latter part of M. Benoit-Lévy's book deals principally with various aspects of the feature film of Hollywood and France. He discusses the different genres, the specific functions of all who contribute to the production of a film, the social mission of the feature picture, the

rôle of children as actors, censorship, and finally, he presents a plan for the reorganization of the French film industry after the war.

The author's sincerity, earnestness, idealism, and love of his work are quite evident throughout this interesting book. His feeling that it should be one of the missions of motion pictures to be one of the instruments used to bring about mutual understanding, sympathy, and tolerance among all people, is a profound one. M. Benoit-Lévy has numerous ideas which could be applied by Hollywood with artistic, if not necessarily financial profit. Indeed the author, if one can judge him by his book, would, by virtue of his intelligent ideas and his experience, be an excellent asset to Hollywood. However, it is doubtful if M. Benoit-Lévy could or would adapt himself to the Hollywood point of view which all too frequently sacrifices art to commercialism.

ARTHUR C. TURGEON

Wayne University  
Detroit, Michigan

BRUCHÉSI, JEAN, *Le chemin des écoliers*. Editions Bernard Valquette, Montreal, Canada.

Under this deceptively light-hearted title, M. Jean Bruchési has collected ten articles and lectures dealing with various aspects of French Canadian education and culture.

The problems of education in Quebec are essentially the same which beset educators in this country and in English-speaking Canada, but to these are added, for the French Canadian teacher, the task of preserving and developing the spirit of French culture and of adapting it to local needs.

*Le chemin des écoliers* is in no sense a systematic survey of French Canadian educational problems, nor are the essays and lectures which make up this volume intended primarily for either French Canadian or foreign readers. The author addresses himself to a literate audience which is prepared to take his general theses for granted and to follow him without effort when he discusses them with special reference to French-speaking Canada. The underlying philosophy of education in Quebec is the same as that on which education in all Latin countries rests. Moreover, in Quebec as in all Latin America, the influence of pedagogical ideas imported from France has been paramount. In all these countries, one of the thorniest problems has been to make adequate provision for the teaching of scientific and technical subjects (so necessary for the economic progress of any modern civilization), without abandoning entirely the humanistic studies which are believed to have contributed much to the maintenance of high cultural standards. This problem is not solved, by any means, in the Province of Quebec. Until very recently, the traditional preference of French Canadians has been for classical studies, but of late, a trend towards the pure sciences as well as towards the social sciences has become discernible.

M. Bruchési appears to be a strong advocate of Adult Education and he is extremely well informed concerning the history of this movement in England and the United States and of its repercussion in small countries such as Belgium, Denmark, and even in Bulgaria where tremendous enthusiasm was evidenced precisely because Adult Education offered such excellent opportunities for a community which stood in special need of them.

In this reviewer's estimation, the best essay in M. Bruchési's collection is the one entitled *Premiers Livres scolaires canadiens* in which he sketches the most important stages in the development of French Canadian education and the men who, at decisive moments, gave impetus to that development. From an intellectual point of view, this essay is stimulating. From a human point of view, it is very heartening. It provides, moreover, an excellent point of departure for a history of French Canadian education.

The last essay in *Le chemin des écoliers* is devoted to the survey, which was undertaken in 1934, of all French Canadian works of art, beginning with those which were executed during

the French Regime. This inventory is characteristic of the lively intellectual activity which distinguishes the Province of Quebec today and which has found both spiritual and financial encouragement in the provincial government, notably in the Secrétariat de la Province, a department which has no exact counterpart in any of the other Canadian provinces and which roughly corresponds to the French Ministère des Beaux-Arts. This department has been extremely fortunate in having some very able chiefs, among them Senator Athanase David under whom the above mentioned survey was begun, and M. Hector Perrier to whom M. Bruchési dedicates his present book. M. Bruchési himself, as Under-Secretary of the Province, has played an important role in a variety of activities connected with French Canadian culture. Both as an administrator and as a teacher (M. Bruchési is professor of History at the University of Montreal and the author of several books on French Canadian History), he is well prepared to discuss French Canadian education and culture. The only important character who is absent from *Le chemin des écoliers* is the student himself and we hope that in the not-too-far future we may be allowed to hear from him.

MARINE LELAND

*Smith College  
Northampton, Mass.*

MACLENNAN, HUGH, *Two Solitudes*. Duell, Sloan and Pearce, New York, 1945.

Under this romantic but not inaccurate title, Mr. Hugh MacLennan has attempted to describe, rather than to analyze, the relations which exist between the two leading races of Canada: the French and the English.

Mr. MacLennan is a native of Nova Scotia which he dearly loves; he is married to an American, Dorothy Douglas, the author of a best seller of four or five years ago: *Here's to Canada!*; he knows Quebec and he does not share, nor does he wish to share the prejudices against that province which exist in Ontario as well as in the other provinces. Like many young or youngish English-speaking Canadian intellectuals, Mr. MacLennan is sincerely desirous of understanding his French-speaking fellow citizens, of being understood by them and of bridging the chasm which makes for the two solitudes. Since the conscription issue is, to all appearances, the point at which French and English stand farthest apart, the author has set his story in two periods of Canadian history, World Wars I and II, when that issue brought the two races in open conflict. This method of procedure, while it is far from subtle, is useful to the author since it enables him to portray with considerable vividness states of mind which are characteristic of certain French and English Canadians today. It may, on the other hand, have led him to oversimplify the very situation which he had undertaken to depict. This process of oversimplification does not stop here, however. All the characters in *Two Solitudes*, whether they be French or English, are oversimplified. The former are made to appear uniformly ineffectual and the latter are presented as a singularly unattractive crowd, with the possible exception of Yardley, a retired sea captain from Nova Scotia. One gets the impression that in spite of his obviously excellent intentions, the author has done precisely the contrary of what he set out to do. Perhaps Mr. MacLennan wrote in too great haste. In any case, both French and English "Irreconcilables" reading of each other in this book will find ample justification for their prejudices. On the other hand, open minded French and English speaking Canadians will deplore the light in which their fellow citizens are shown.

In a novel which he published several years ago, *Barometer Rising* and in which he evoked with artistry and feeling his native Nova Scotia, Mr. MacLennan wrote some memorable pages. His description of the explosion in Halifax in 1917 should be included in any anthology of Canadian prose. Yet even in this carefully wrought book, the characters are unreal. It is not surprising, therefore, that he should have failed to bring to life types which he knows far less well than those of his own province and for whom he has less feeling.

Nevertheless, when all is said and done, the fact remains that *Two Solitudes* is worth reading. Providing one bears in mind the important reservations which have been noted above, many of the observations contained in this novel are pertinent as well as perspicacious.

MARINE LELAND

Smith College  
Northampton, Mass.

RISTELHUEBER, RENÉ, *La Double Aventure de Fridtjof Nansen*. Les Editions Variétés, Montréal, 1944. 317 pp. Price \$1.50.

Although two biographies of Nansen have appeared in English (*Nansen* by A. Gertrude Hall, New York, 1940; *Book of Homage* by J. H. Whitehouse, London, 1930), this is the first to be published in French. M. Ristelhueber had written an excellent biography of a man whose personality and accomplishments deserve to be more widely known. The author, former ambassador to Norway, admires this outstanding Norwegian and has made full use of the material available in Norway and in the files of the League of Nations at Geneva.

Fridtjof Nansen is one of those great men produced by small nations. Perhaps the very fact that the population is small makes it possible for the gifted individual to achieve success in several fields, or it may be that Scandinavians have the habit of being good Europeans. Nansen, born in 1861 of a middle-class family in Oslo, had the traditional secondary education and entered the university to specialize in zoölogy. He was led to choose this career perhaps by his delight in sports and life in the open air. At seventeen he was champion of skating in Norway, and during twelve years he held the national championship for cross-country skiing. A voyage to Greenland on a sealing vessel decided his future. The young student returned with an overwhelming desire to explore the Arctic, but he "had to live six years in a microscope" before he could organize his first expedition. At twenty-five he had earned a certain reputation in scientific circles and had a brilliant career ahead of him. In 1888 he was ready for his exploration and in that summer succeeded, with five companions, in crossing Greenland from east to west on skis. He found himself a national hero and had no difficulty in raising money for his expedition toward the north pole. The story of his three years in the Arctic, two of them spent on the ice-floes with a single companion, is well known. On his return Nansen accepted a chair at the University of Oslo and thought to devote his life to teaching and research.

The political crisis of 1905 made an appeal to his patriotism, and Nansen became the leader of the group which asked for a peaceful separation from Sweden. The government of the new state gave him the important post of ambassador to London. Later it sent him as delegate to the League of Nations. At Geneva Nansen found his second great adventure—humanitarianism.

He headed the commission which carried out the repatriation of 430,000 prisoners of war scattered over Europe. In their behalf he traveled in Siberia and the Balkans at a time when the transportation system was completely disrupted. When the League refused to aid the famine-stricken Russians, Nansen took upon himself the work of organizing the private charities which saved the lives of millions of Russians. He was named head of the commission which supervised the exchange of populations between Turkey and Greece and for eight years watched over the interests of all persecuted and exiled peoples. He was an ardent and courageous defender of small nations and was known to his colleagues at Geneva as "chief humanitarian." The Nobel prize was awarded to Nansen in 1922. In 1938 the prize was given in his memory to the High Commission in charge of refugees.

The portrait that M. Ristelhueber has made of the explorer and humanitarian is drawn with sympathy and admiration for the high courage necessary to both adventures. In writing of Nansen's work the author has perforce had to discuss the accomplishments and failures of the League in the field of international relief. The new society of nations will have to face

many of the same problems. The example of Nansen's humanitarian good sense and energy may help in their solution.

M. ANNETTE DOBBIN

New York State College for Teachers  
Albany, New York

GALLAND, JOSEPH S., and VAUGHAN, ETHEL, *Progressive French Grammar*, Revised Edition. New York: The Macmillan Company, 1941, 397 pp. Price, \$1.75.

This book merits your careful inspection; the oftener you examine it, the greater will be your desire to try it in the classroom. "Its purpose is to equip the student as rapidly as possible with the basic essentials of grammar and a limited vocabulary, so as to enable him to begin reading early in the course." The organization of the book into 24 lessons, interspersed with a review after every six lessons, and a supplement including plentiful exercises to test the student in material already covered, permits the teacher to decide just when any particular class is ready to take up the reading material, which consists of five excellent short stories by Mérimée, Daudet, Zola, de Maupassant, and A. France.

Each of the 24 lessons has the same pattern: The statement of contents, an explanation of grammatical principles, vocabulary, a connected discourse in French, and for translation into French two exercises, the one dealing specifically with the day's lesson, and the other covering all lessons to date. I found myself writing frequently the word "good" in the margin beside the clear concise presentation of the grammatical points; the occasional footnotes recall just as concisely to the teacher relevant points that he may wish to emphasize. The connected discourses in French, quite pertinent to the grammar and vocabulary, have enough of a carry-over to make them interesting reading. Teachers who emphasize conversation and dialogue will find the vocabulary ample.

The supplement is helpful in many ways. I like especially the translation exercises which give the student a living application, in connected discourse, of the grammar and vocabulary of each of the last 18 lessons. Then there are the selected lists of 73 non-verbal and 177 verbal idioms, the latter used in complete sentences. Eight pages of drill sentences based on grammatical topics and six pages based on 60 irregular verbs conjugated nearby may be used as the need arises.

The proofreading has been exceptionally well done, only one error, "le" for "la," on page 270, catching my eye. I have very few suggestions to make. The grouping into opposites of the intransitive verbs requiring "être" might be helpful. It is to be hoped that someday every author will use the same term to designate the literary past, called preterite in this book. The 20 pages of well-done photos of France and two informative maps of the country and its capital city add life and dignity. It might be possible to distribute the photos more and to introduce each or at least some of the connected discourses in French with a drawing, thereby dispelling the first impression that the pages are too crowded, and helping to lead the reader to see early in this book its true worth, which through careful study I have come to appreciate.

C. D. MOREHEAD

Muskingum College  
New Concord, Ohio

*The American Review of the Soviet Union*. Published by the American Institute, Park Av., N. Y. No. I, of Vol. VI, Nov. 1944.

The American Review of the Soviet Union was issued as a quarterly publication from 1938 until 1942 by the American Russian Institute in New York. The recent No. I of Vol. VI contained two articles of special interest for the readers of the *Modern Language Journal*.

Archibald MacLeish, now the Assistant Secretary of State, then Librarian of Congress,

wrote about the Slavic Center the Library is planning. The Slavic Center of the Library of Congress will "provide American students of the USSR with assistance and promote the exchange of librarians and scholars able to interpret the two countries to each other."

Lists of basic Russian material in various fields, for circulation among American Libraries, have just been prepared by a group of Russian scholars, with the assistance of the Rockefeller Foundation. It should be possible by checking these lists to ascertain which books are already in the USA and which are still to be acquired through a post-war program.

In imitation of the successful experience at the Hispanic Foundation of the Library of Congress, a program for providing advanced reference-assistance to American students of Slavic subjects, will be set up through a Chair of Russian Studies and through temporary consultants in the persons of Russian scholars and librarians.

Russian books will no longer be treated as a special collection but will be incorporated into the general collection and catalogue of the Library of Congress.

It is, perhaps, of interest to mention how the Library of Congress purchased in 1907 a remarkable collection of books collected in Karsnoyarsk, a small town of 30,000 inhabitants, in Siberia, by a merchant named Yudin. It was one of the great private collections of books, and 519 heavy cases brought 80,000 volumes to the USA.

William C. White tells the inside story of the way the Office of War Outpost, an American window to the USSR, functions in Moscow. Its purpose is to inform the Russian people about American life, of its culture and of its part in the war. Our American press has already told the story of the two monthly magazines—the *America Illustrated* and the *America*—a digest type of publication, the first American publications flown to the USSR.

Exhibits have been shipped and circulated, the first one on pre-fabricated housing arranged with the co-operation of the American Council of Architects. The OWI has sent out reports of American progress in various sciences, such as astronomy, agronomy, mathematics and the fine arts. The American Medical Association has been helpful in preparing a regular fortnightly report. All this information has been warmly welcomed in the USSR and has been given wide circulation by scientific societies and magazines.

The *Moscow Outpost* has a small portable library containing several thousand books on every aspect of American life which is at the disposal of any interested Russian. Travelers returning from Moscow report that such interest runs high.

There are other articles in the *American Review of the USSR* on *Lend-lease Relationships, USSR and the Pacific War, Soviet City Planning and Aircraft Production Trends*. News and a chronology of foreign affairs are included, as well as a bibliography of recent articles on Russia.

MICHEL BENISOVICH

Queens College  
Flushing, New York

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## Books Received

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### MISCELLANEOUS

*Essays and Studies by Members of the English Association.* Collected by Una Ellis-Fermor. Vol. XXIX, 1943. Clarendon Press, Oxford.

Brecht, Bertolt, *The Private Life of the Master Race.* A Play Translated by Eric Russell Bentley. Published by James Laughlin, New Directions, New York. Price \$2.50.

Bloomfield, Leonard, *Colloquial Dutch.* (Spoken Language Series). Henry Holt & Co., 1945. Price \$3.00.

National Education Association, *Proceedings of the 82nd Annual Meeting*. Vol. 82, 1944.  
 Dubin, Joseph W., *The Green Star*. National Institute of Esperanto, Philadelphia, Pa.  
 Bentley, Gerald Eades, *Shakespeare and Jonson*. (2 volumes) The Univ. of Chicago Press.  
 Price Vol. I, \$2.50, Vol. II, \$6.00. Set of 2 volumes, \$7.50.

#### FRENCH

Aubry, Octave, *Le Roi de Rome*. Editions Variétés, Montreal. Price \$1.75. P.P. \$1.85.  
 de la Bruyère, Jean, *Les Caractères*. Editions Variétés, Montreal. Price \$1.25. P.P. \$1.35.  
*Chroniques du "Figaro" (Suites Françaises)* recueillies par Léon Cotnaréau. (Deux Tomes)  
 Brentano's, 1945. Price \$4.00.  
 Lord Vansittart, *Leçons de ma vie (Un réquisitoire contre l'Allemagne)*. Brentano's, 1945. Price  
 \$2.75.  
*French Literature and Thought Since the Revolution*. Edited by Ramon Guthrie and George E.  
 Diller. Harcourt, Brace & Co., New York. 1945. Price \$2.90.  
 Soleymieu, Jacques, *Dimanche*. Brentano's. 1945. Price \$1.75.  
 Moulton, Harold G. and Marlo, Louis, *Le Désarmement de l'Allemagne et du Japon*. Brentano's.  
 1945. Price \$2.00.  
 Axelrad, Jacob, *Anatole France (A Life Without Illusions)* Harper & Bros., New York. 1945.  
 Price \$3.75.  
 Poë, Edgar, *Histoires Extraordinaires*. Traduction de Charles Baudelaire. Editions Variétés,  
 Montreal. Price \$1.50. P.P. \$1.60.  
 Hello, Ernest, *L'Homme-La Vie-La Science-L'Art*. Editions Variétés, Montreal. Price \$1.50.  
 P.P. \$1.60.  
 Bon, Anne-Marie et Antoine, *La Grèce ne meurt pas*. Atlantica Editora, Rio de Janeiro, Brésil.  
 Klinck, George A., *Allons Gai* (Anthology of French Canadian Prose and Verse) Bruce  
 Humphries, Inc., Boston, Mass. Price \$1.25.  
 Browning, Elizabeth Barrett, *Sonnets from the Portuguese*. Bilingual Edition, French transla-  
 tion by André Maurois. Brentano's, New York. Price \$2.50.

#### GERMAN

Moulton, William G. and Jenni Karding. *Spoken German* (Spoken Language Series). Henry  
 Holt & Co. 1945. Price \$3.00.  
 Bohning, Elizabeth Edrop, *The Concept "Sage" in Niebelungen Criticism*. Times Publishing  
 Co., Bethlehem, Pa.

#### ITALIAN

Capocelli, Ginerva, *L'Italia Nel Passato e Nel Presente* (An Italian Reader). Revised Edition.  
 Henry Holt & Co. Price \$1.60.

#### RUSSIAN

White, William C., *Made in the USSR*. Alfred A. Knopf, New York. Price \$2.00.

#### SPANISH

Pittaro, John M., *Conversación Fácil* and *Anécdotas Fáciles*. (Macmillan Inter-American Se-  
 ries). Macmillan Co., New York. Price \$48 each.  
 Malaret, Augusto, *Semántica Americana*. Imprenta San José, Tren 36, Catano, Puerto Rico,  
 1943.  
 Collins, Helen B. and Morales, María T., *Contrastes Leyendo y Charlando*. Henry Holt & Co.,  
 1945. Price \$1.36.  
 Boletín—*Bibliográfico Argentino*. Comisión Nacional de Cooperación Intelectual, No. 15,  
 January-June 1944.

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**ANNOTATED BIBLIOGRAPHY**  
**OF**  
**MODERN LANGUAGE METHODOLOGY**  
**JULY 1943-DECEMBER 1944**



# *Annotated Bibliography of Modern Language Methodology—July 1943—December 1944*

*Compiled by*  
**WINTHROP H. RICE**  
*Syracuse University*

*Assistant Managing Editor in charge of Methodology and Bibliography*

## I

THE PERIOD covered by the present bibliography of modern language methodology is somewhat longer than usual. The reason is simple. During the interval since the previous instalment, the *Modern Language Journal* changed its volume year to correspond with the calendar year instead of with the academic year. This lengthened the time to be covered by the six-month period of July 1944 to December 1944 inclusive. Henceforth, the bibliography will again comprise the literature of one year's time. It is interesting to note in passing that the eighteen-month period covered by this listing has been a particularly significant one in the history of language methodology for it is during this time that the discussion of the Army programs and the "intensive" approach has become the leading topic of discussion. And this discussion is not by any means confined to periodicals seen only by language teachers. The variety of sources outside the language field is witness to the fact that there is an awakened interest in our field among non-language people. It becomes, then, all the more incumbent upon us to keep up with what is going on and what is being said, and to "grasp opportunity by the forelock."

The physical arrangement of the bibliography is somewhat different from that of previous ones and may bear some explanation. First of all, the number of items is considerably greater than has been the case in some past years. Added to that is the desirability of using as little space as possible while making the bibliography as usable as possible. Therefore, it has been felt that listing all the articles alphabetically by name of author and then classifying them according to the numerical listing would accomplish these aims. This is particularly true in the case of articles dealing with the ASTP and related topics since many of them will be found cross-referenced in several categories. Any system of cross-references is cumbersome at best, and it is hoped that this arrangement will prove readily workable.

The keynote in preparing the annotations has been stimulation rather than substitution. That is to say, it has been assumed that the function of the bibliography is not to take the place of the original articles and make the reading of them unnecessary, but rather to inform the reader as to the general contents in the hope that he will refer to the original for its full text. Furthermore, every effort has been made to avoid judgments in the annotations. The editor has, of course, his own convictions, but he has tried to keep them in the background in order to let the reader form his own conclusions by referring to the original articles.

There are many apparent omissions from the bibliography: most of them, it is hoped, are only apparent. With some exceptions, pieces appearing in "departments" such as the "Shop-Talk" of *Hispania* and the "Varia" of the *French Review* have not been included. Many articles to be found in less widely circulated reviews such as the many state teachers' association bulletins have not been available to the editor and have consequently not found their place here.<sup>1</sup> A third type of material not found here is the enormous body of literature on Latin

<sup>1</sup> It would be a great help to the editor in charge of compiling these bibliographies if the authors of such articles sent reprints or at least notations of their contributions either directly to him or to the Managing Editor of the *Journal*. This would greatly lessen the number of such omissions from future bibliographies.

America. Since this is almost a field in itself and does not directly concern methodology as such, it has been passed by in the interests of economy of space. And finally, it will be noted that the sources listed are confined to the United States. Many fine articles have appeared in foreign publications, but again availability and the question of space have brought about their omission.

Finally, the editor takes pleasure in acknowledging the kind assistance of the following persons: Professor Edward F. Hauch of Hamilton College, who did all the analyses of articles pertaining to the teaching of German and appearing in the reviews devoted primarily to that language; Miss Suzanne Thevenet and Miss N. Jean Crandon, graduate students in the School of Education, Syracuse University, who have greatly lightened the burden of the undertaking.

## II

The following abbreviations of periodical titles have been used:

|   |   |
|---|---|
| A: Asia   | JED: Journal of Education                           |
| Am: America   | JEDP: Journal of Educational Psychology             |
| AS: American Scholar  | JG: Journal of Geography                            |
| AT: American Teacher  | JHE: Journal of Higher Education                    |
| BBED: Baltimore Bulletin of Education                               | JNEA: Journal of the National Education Association |
| BNEMLA: Bulletin of the New England Modern Language Association     | L: Language   |
| BPAU: Bulletin of the Pan-American Union                            | LJ: Library Journal                                 |
| CB: Classical Bulletin  | MEJ: Michigan Education Journal                     |
| CEdR: Catholic Education Review                                     | MfDU: Monatshefte für Deutschen Unterricht          |
| CJ: Classical Journal   | MLF: Modern Language Forum                          |
| CJSED: California Journal of Secondary Education                    | MLJ: Modern Language Journal                        |
| CO: Classical Outlook   | MLQ: Modern Language Quarterly                      |
| Col: Collier's  | MQ: Madison Quarterly                               |
| CP: Classical Philology   | MT: Mathematics Teacher                             |
| Ed: Education   | NEdJ: Nebraska Education Journal                    |
| EdD: Education Digest   | NGM: National Geographic Magazine                   |
| EdF: Educational Forum  | NR: New Republic                                    |
| EdR: Educational Record   | NS: Nation's Schools                                |
| EdV: Education for Victory  | NYSED: New York State Education                     |
| F: Fortune Magazine   | NYTMS: New York Times Magazine Section              |
| FR: French Review   | Par. Mag.: Parents' Magazine                        |
| GL: Grace Log   | R: The Rotarian                                     |
| GQ: German Quarterly  | S: Science  |
| H: Hispania   | SA: School Activities                               |
| HER: Harvard Educational Review                                     | SD: Science Digest                                  |
| HP: High Points   | SEP: Saturday Evening Post                          |
| HSJ: High School Journal  | SM: School Management                               |
| IA: Inter-American  | SR: School Review                                   |
| It: Italica   | SS: School and Society                              |
| JAACR: Journal of the American Association of Collegiate Registrars | TCJ: Teachers College Journal                       |
| JAP: Journal of Applied Psychology                                  | TCR: Teachers College Record                        |
| JCED: Journal of Chemical Education                                 | WS: Word Study                                      |

## III

- Albertus, Brother: "Observations on teaching modern languages," CEdR, XLII (March '44), 165-175. The author presents some observations gathered over a period of years of teaching. He describes some of the methods used in his own classes and methods gleaned from other sources. The author represents the "traditional approach" and the "indirect method."
- Allard, Wilfred P.: "It's 'de rigueur' in the French class," MLJ, XXVIII (March '44), 258-260. A three weeks' unit teaching such familiar expressions as *sang froid*, *coup de grâce*, etc. will add interest and humor to French classes and will make students conscious of nuances in language.
- Anderson, Harold A.: "A Report on language-teaching in the Army," SR, LII (Oct. '44), 458-460. The Commission on Trends in Education of the MLA undertook a survey of

language classes in the ASTP. The success of the program was due largely to concentrated, intensive effort, small classes and the oral approach. The excellent results achieved by the armed forces and the somewhat reckless claims for the newer methods merit careful examination by teachers and administrators.

4. "The Army has no magic formula for learning languages," AT, XXVIII (March '44), 22. The Army method produces results because it is based on good, hard, sound, intensive work. American colleges will have to make many changes in their curricula before they can adopt the so-called Army method of language teaching. Many features of the Army program may be retained in colleges after the war.
5. "Army language program for enlisted personnel," FR, XVII (Feb. '44), 243-246 (reprinted from Phi Sigma Iota *News Letter*). A factual report of the language interest of the general public and particularly a description of the Foreign Area and Language courses of the ASTP.
6. "Army methods in foreign languages adapted for civilian students," SS, LIX (6 May '44), 324-325. The success of the Army program of foreign language instruction has led to many experiments in our regular college language courses. Some of these new programs are discussed.
7. Autret, Jean: "Deux importants problèmes du panaméricanisme: la langue auxiliaire et la langue étrangère la plus favorisée," FR, XVII (May '44), 367-370. The author suggests that French be adopted by the nations of the American continents as an *auxiliary* language to unite intellectual and scientific workers of the various nations while English and Spanish be the most favored foreign languages for commercial, industrial, military and tourist purposes.
8. Basilius, H. A.: "The German noun plurals," MLJ, XXVII (Oct. '43), 426-442. The teaching of the plurals of German nouns can be facilitated by approaching them from the point of view of their structure as monosyllables or polysyllables on the basis of the nouns in the AATG list. A classification of the nouns in the AATG list according to their plural formations is included.
9. Benoît-Levy, Jean: "Le centre d'art dramatique appliquée à l'étude du français," FR, XVIII (Oct. '44), 35-37. A description of the organization and activities of this group in New York City. Instruction is given, plays are presented, and certificates and diplomas awarded.
10. Bergel, Kurt: "German conversation in the Army Specialized Training Program," GQ, XVII (Nov. '44), 205-208. Reports personal experiences, procedures, and the reactions of an informant.
11. Beyer, L. R.: "University of Illinois reports on its language teaching program," SS, LX (18 Nov. '44), 325-326. The Army speed-up method has hastened trends already existing but has introduced little actually new. The program has yet to be evaluated. Various language departments report plans for the future. Area studies are coming into the picture.
12. Bissell, Clifford H.: "Faire, laisser, voir and entendre with a dependent infinitive," MLJ, XXVIII (Apr. '44), 325-337. An analysis of the ins-and-outs of this French construction with most attention paid to *faire*.
13. Bissell, Clifford H.: "Repetition of prepositions with more than one object in French," FR, XVII (Feb. '44), 199-203. In general, *à*, *de*, *sans* and *pour* must be repeated with infinitives. Repetition is also required before nouns with the prepositions *de*, *d*, *en*, *sur*, *sous*, *dans*, *sans*, and *comme*. In other cases, repetition does not occur if the objects are thought of as belonging to a group; it does occur when the objects are looked upon as separate. There are some exceptions to these principles: examples are listed with discussion.
14. Blayne, Thornton C. & Walter V. Kaulfers: "A validated grade-placement outline of the basic essentials of Spanish," MLJ, XXVIII (Apr. '44), 365-373. Using a survey of current practice and Keniston's *Spanish Syntax List*, the authors outline by semesters the fundamentals of grammar for three years of high school Spanish.
15. Bolinger, Dwight L.: "Case of the disappearing grammar," H, XXVII (Oct. '44), 372-381. A discussion, with examples, of the shortcomings of many Spanish grammar texts brought about by an attempt at brevity and streamlining. This attempt often leads either to errors or confusion. The author advocates careful attention to accuracy with no apologies for such attention to grammar as a necessary tool. Incidental to the main thesis, he presents a discussion of *sino* and *sino que*.
16. Bolinger, Dwight L.: "More on 'ser' and 'estar,'" MLJ, XXVIII (March '44), 233-238. This article deals with *ser* and *estar* in discussion of Bull's concept of "norm-change" as the basis for selection of *ser* or *estar* (cf. H, XXV, 433-443). The question may be approached through the subjectively conceived nature of the "subject" as well as through the nature of the "attribute." Cf. also no. 190.

17. Bolinger, Dwight L.: "Purpose with *por* and *para*," MLJ, XXVIII (Jan. '44), 15-21. An analysis is made to differentiate in the usage of *por* and *para*, and thus to draw up a rule for their use.
18. Bolling, George M.: "Acceleration of language teaching and the classics," CP, XXXIX (Apr. '44), 101-106. The author discusses the flaws in a review by J. Whatmough of Trager and Bloch's *Outline of Linguistic Analysis*. In the postwar world, classicists will be confronted by a vast improvement in the teaching of modern languages. The classicists too, must accelerate their teaching. The chief things needed are a knowledge of "the nature of language" and an interest in the language itself. The new method cannot be taken over bodily.
19. Bottke, Karl G.: "French conversation laboratory," FR, XVIII (Oct. '44), 54-56. The laboratory here described was in addition to a regular course. Registration was voluntary. Phonograph records and conversation manuals were used. The procedure was similar to the "mimi-memo" work of ASTP classes. A partial list of available recordings with texts is provided.
20. Bradish, Joseph A. von: "Letter to the Editor," GQ, XVII (May '44), 160-161. Advocates enlistment of American educators for the re-education of German youth.
21. Brandt, T. O.: "War and languages," GQ, XVII (March '44), 72-78. Evaluates the "foreign-house" idea, radio, phonograph, etc. in language-teaching. Stresses the importance of the developing to a greater extent than ever before of *Sprachgefühl*.
22. Brann, H. W.: "The conversational method in modern language teaching; its advantages and limitations," GQ, XVII (Nov. '44), 205-215. The author discusses psychological factors involved in language learning, and studies the question of the relation of grammar to informal conversational procedures.
23. Brockette, Connie G.: "Some administrative problems in the teaching of Spanish and Portuguese," SM, XIII (June '44), 328+. A knowledge of Spanish and Portuguese will be most important in the future. For both practical and cultural reasons it is imperative that school administrators attempt to solve the problems that are hindering the progress of Spanish and Portuguese teaching in the schools of the United States. The author lists some practical aids for solving this problem and some valuable suggestions for teachers.
24. Brodinsky, B. P.: see Nathan, Raymond.
25. Brown, Joseph, Jr.: "Horse sense for post-war dollars," BNEMLA, VI (May '44), 25-28. After relating some cases of American business men trying to deal with people of foreign countries without knowing the foreign languages, the author points to the increased need for linguistically trained personnel in the future world of international trade. He suggests that business firms establish scholarships for language study, here and abroad, for students who show ability in both language and business fields.
26. Brown, J. L.: "Trends in language instruction," MLJ, XXVII (Dec. '43), 559-567. A discussion of the expansion in modern foreign language instruction caused by the war: its trends and effects. The author outlines the development of the oral approach through the "informant." Oral concentration at the beginning does not preclude the desirability of reading and writing later: a combination of the practical and the cultural via "area" studies.
27. Browne, James R.: "Notes on the Spanish of a young American," H, XXVII (Dec. '44), 489-493. An amusing account of the learning of Spanish in Mexico by the young son of a naval officer.
28. Brozek, Josef: "Slavic studies in America," JHE, XIV (June '43), 293-296. A report on the status of Slavic studies in the United States during 1941-42: languages, literatures, history, economics, etc. are included. The major stress seems to be on Russian.
29. Buendia, Jorge A.: "Methods of teaching Spanish at Yale University," H, XXVII (May '44), 178-208. A detailed discussion of the methods used in teaching Spanish at Yale.
30. Bushnell, Marjorie R.: "The Army technique in the high school class," MLJ, XXVIII (Feb. '44), 190-191. The "problem method" as used by the ASTP can be used effectively in the high school class.
31. Campbell, Thelma: "Latin America sends us a visitor," H, XXVII (Oct. '44), 360-365. The author describes an experiment which took place in her own school system. A Latin-American teacher came to visit there, and both teachers and pupils and visitor learned a great deal. The author gives some suggestions for future visitors. This is an excellent way to cement our friendships with Latin America, and it helps both parties to revise many of their misconceptions.
32. Cardoza, Manoel da S. S.: "The latest word on Portuguese orthography," H, XXVII (Dec. '44), 508-511. Report on the agreement of Brazil and Portugal concerning orthographic systems. The rules are based on an edict of the Brazilian Academy of Letters on 12 August 1943, and followed in that body's *Pequeno Vocabulário Ortográfico da Língua Portuguesa*.

*Portuguese.* This report is followed by an excerpt from the *Jornal do Brasil* (28 May '44) by Barbosa Lima Sobrinho entitled "A Questão Ortográfica" and giving detailed information as to dates, decrees, etc.

33. Carmody, Francis J.: "Phonemic theory and practice applied to the teaching of French," *MLJ*, XXVIII (Dec. '44), 674-681. A critical analysis of the ideas on method of the "phonemic" approach. This method may be apt for the study of unusual languages with no written form, but is viewed as inefficient for the teaching of well-known languages.
34. Carollo, F.: "Language in action," *HP*, XXV (Dec. '43), 9-11. A member of the Armed Forces writes from North Africa to describe the lively, practical, spontaneous interest in languages among service men. Courses given under official, semi-official and unofficial auspices are extremely popular and entirely functional.
35. Carson, James S.: "The need for Portuguese," *SS*, LIX (4 March '44), 172-173. Remarks at the inauguration of the teaching of Portuguese at Central Commercial High School in New York City, 23 November 1943. Two reasons: one sentimental, the other practical. If we have reciprocity in trade, why not in culture? This culture reaches back through Brazil to Portugal. Economic reasons are more important, and signs point to increasing rather than decreasing importance of Brazil in world economy.
36. Carter, Boyd G.: "They shall pronounce!" *FR*, XVII (Dec. '43), 89-91. A description of the use of records in teaching pronunciation in college. Suggests a combination of serious and popular selections. Listening must be combined with active participation by the student. Results point to enhanced interest and more desire to continue to advanced language work.
37. Ceroni, Vittorio: "Three months with the ASTP teaching Italian," *MLJ*, XXVIII (Jan. & Feb. '44), 46-49 & 131-135. The author describes in some detail his experiences in the ASTP teaching Italian. Numerous examples are given to illustrate methods used.
38. Chapin, Miriam: "Something about language," *A*, XLIV (May '44), 223-224. People either study languages to acquire a speaking knowledge or to find out how other people think and feel. The latter reason is all-important. Comparative philology should be made accessible. It is quite possible to learn enough of strange languages to get a glimpse into the spirit of those who speak them. Such a try at understanding would make us better citizens of the world in which we should like to live as well as afford a lot of fun.
39. Cheydeur, F. D.: "Review of foreign language placement at Wisconsin," *JAACR*, XIX (Apr. '44), 295-316. A description of the elaborate placement testing program at Wisconsin with supporting charts and graphs. Impressive findings: promotion of from one to four semesters had no ill effect on quality of work done; such tests may be used for prediction of success; such tests also make good measures of achievement on the basis of comparison with norms.
40. Claudel, Calvin: "Importance of French culture," *SS*, LX (4 Nov. '44), 301-303. Everyone should realize that France's misfortunes have not affected the greatness of her culture; such culture is worth the work involved in attaining it. The author gives a brief summary of important French cultural elements and calls for maintenance of cultural standards in French teaching.
41. Codling, Cornelia L.: "That I'll remember! Mnemonic devices in learning Spanish," *H*, XXVII (Dec. '44), 512-514. Suggests mnemonic devices to be used in teaching pronunciation, intonation, spelling, radical-changing verbs, etc.
42. Coenen, F. E.: "Phonetics and standard German," *GQ*, XVI (Nov. '43), 188-193. Answers some of the objections to the use of phonetics in German beginners' classes.
43. Condoyannis, George E.: "Some difficulties in defining pronunciation on paper," *MLJ*, XXVIII (Nov. '44), 587-589. Points out the necessity of indicating with what variety of English pronunciation foreign sounds are being compared. Local variations upset the validity of a great many such comparisons made in school textbooks and other works on language.
44. Condoyannis, George E.: "Word order in colloquial German," *MfDU*, XXXVI (Nov. '44), 371-377. Observes overwhelming frequency of inversion, and marked tendency to dodge transposition in colloquial usage.
45. Coutant, Victor: "Foreign language grammar and reflective thinking," *MLJ*, XXVII (Oct. '43), 386-393. The author suggests some possibilities for discussing reflective thinking in foreign language classes in connection with necessary work, with applications in and out of the immediate area of study. Such activities would justify the foreign language teacher in thinking that he contributes to teaching reflective thinking even though this contribution may be slight as compared to English. It would not be the sole justification for teaching foreign language, but it would be an added contribution, one which is sometimes claimed but not often lived up to in foreign language classes.
46. Coutant, Victor: "A free reading program in the foreign languages," *MLJ*, XXVII (Nov. '43), 470-474. Free reading should be encouraged, time should be allotted for it out of

assigned periods, and consultation with students should help reach agreement as to amount, quality and type. Suggested lists for French and German are given.

47. Coutant, Victor: "Shall we rationalize modern language election?" SR, LII (Apr. '44), 228-232. The first need in a rationalized plan for foreign languages in this nation is a national center. This center would coordinate the wealth of information necessary for a program of this type. Language study in high school should be preparatory and should not be forced on those students of doubtful ability. Many teachers can take long strides in intelligent recruiting, reasoned discrimination, and honest sharing of enthusiasm and interests. Grammar should be functional and *realia* study is important.
48. Cowan, J. M. & M. Graves: "A statement of intensive language instruction," GQ, XVII (Nov. '44), 165-166. A series of eight statements as to *reasonable* expectations of results from the ASTP type of program with consideration of some of the means of realizing them.
49. Crangle, C. L.: "Democracy lacks foreign languages," Am., LXIX (24 July '43), 433. We need an internationalism in our whole educational foundation. Children should be taught foreign languages in the early years of grammar school. Only then can the barrier standing in the way of our dissemination of democratic ideas be removed.
50. Cross, Ephraim: "Honest linguists, racketeers, and the innocent public; reply to W. Frauenfelder," SS, LX (28 Oct. '44), 284-285. An answer to a previous article in SS (cf. no. 94). The author points out that the terms "intensive" and "army method" are being loosely used by many. He also says that few institutions have used the pure method of the linguistic-scientists. He also complains of the unfortunate methods of publicity adopted by some in order to catch the public fancy.
51. Cross, Ephraim: "Language study and the Armed Forces," MLJ, XXVIII (March '44), 292-295. Also in EdD, IX (May '44), 27-29. Many errors and false notions about language teachers and language study have become generalized in connection with language study in the Armed Forces. A native teacher is not necessarily the best and the program does not eliminate grammar. This program will not fit perfectly and without adaptation into the normal peace-time college schedule.
52. Currier, Francis M.: "After the war," BNEMLA, V (Nov.-Dec. '43), 9-11. The author foresees increased demand for languages if only to compete with other nations in world trade. He is not concerned about interference from Basic English which he characterizes as "not a language but an expedient" good for certain restricted purposes only. Oral work will become increasingly important and teachers not now well-equipped for this must enhance their training. We shall still be subject to attacks along with other cultural subjects, but we must do our work well and fight to maintain our position.
53. Currier, Francis M.: "Languages in the high school," BNEMLA, VI (May '44), 11-16. A college professor views the problems of language teaching, especially in the high school. He doubts the wisdom of trying to teach Russian or Chinese in high school; he feels the necessity of the more usual languages to be greater than ever; he does not fear that Basic English will supplant foreign languages. From the standpoint of methods, he warns against two faults found in pupils which must be overcome: lack of a feeling for the need of accuracy, and mental laziness. He recognizes the desirability of more conversational work, but adds that all language learning is hard work.
54. Danton, George H.: "Language and the War," MLJ, XXVII (Nov. '43), 508-512. Criticism has been made of the lack of accomplishment in modern languages, and this lack has been said to be the reason why students are not interested. Our enemies do not make the mistake of "too little and too late" as regards language study. Modern language teachers have been asked to do an impossible thing. They have been asked to do in two years, at three hours per week, what European students get in many years of study, beginning very early in the school curriculum. We cannot teach people to speak, read and write a language in the time allotted to us.
55. Davis, Edwin B.: "Voiced détentes," FR, XVII (Oct. '43), 36-39. The off-glide frequently heard after a final voiced consonant is variously treated by French phoneticians. The author, through experiment, found that this off-glide was not omitted after voiced stops and frequently was maintained after other final voiced consonants. He suggests the use of special symbols for this in order to avoid the impression that it is a full phoneme.
56. Davis, Harold E.: "Inter-American workshops for teachers," H, XXVI (Oct. '43), 308-310. Inter-American workshops for teachers have made very definite contributions to the educational field. These workshops are encouraging evidence of the progress in inter-cultural relations.
57. DeCannière, Lucette: see Friedman, Betty.
58. Delattre, Pierre: "L'aperture et la syllabation phonétique," FR, XVII (March '44), 281-285. Phonetic syllabification does not follow the rules for orthographic syllabification. Phonetically the syllabic division tends to come during the pronunciation of the

first of two consonants, shifting toward the second if the degree of aperture of the two sounds shifts from open toward closed, and *vice versa*. Examples and discussion are given.

59. Delattre, Pierre: "La leçon de phonétique de Maurice Chevalier," FR, XVII (Dec. '43), 99-104. A critical phonetic analysis of Chevalier's rendition of *Dupont, Dubois, Durand*, with phonetic transcription of the text. The example is used to show how care must be taken in selecting what the student should and should not imitate.
60. Delattre, Pierre: "La syllabation ouverte par la méthode compensatrice," FR, XVII (May '44), 371-376. Because, in French, vowels tend to dominate the syllable, consonants tend to anticipate the formulation of a following vowel. The opposite is the case in English. Thus an American student has a tendency to close the syllable which, properly pronounced, would tend to be open. The remedy is to approach the correction by exaggerating the relaxation of vowel tension and the increase of consonant tension, after carefully holding the speech organs immobile to the end of the vowel sound. The same principles hold true for groups of consonants as for single ones. Exercises are provided to illustrate these operations.
61. Delattre, Pierre: "Vers la méthode phonétique intégrale pour débutants," FR, XVIII (Dec. '44), 109-115. The method described goes beyond the ASTP type of program and other courses based on the use of the phonograph. The basic idea is that a speaking knowledge is the best way of arriving at a general knowledge of a language; nothing visual is to be used until sound patterns have been thoroughly assimilated. All work is done from records: the new text is prepared in class; exercises and questions (in a 10 to 1 relation to the text) are done by the student from the record. Vocabulary, grammar, etc. are developed functionally by scaled additions and by substitutions. Early stress on quality leads to greater quantity in the long run.
62. DeLiso, A. S. & Walter V. Kaulfers: "The matched-pair method in the teaching of conversational Italian," It., XXI (June '44), 83-85. A description of the technique of using first and second person forms in developing conversation in Italian through questions and answers.
63. Dougherty, David M. (chairman French Book Review Committee): "French Book List," MLJ, XXVII (Dec. '43), 585-592. List of books published in New York and Montreal and a few from other sources. Brief analyses with ratings (A, B, C) by the committee. 23 fiction, 46 non-fiction.
64. Doyle, Henry Grattan: "Calendar of Inter-American Events, January 1 to June 30," H. XXVI (Dec. '43), 438-450. Same, July 1 to December 31, H, XXVII (May '44), 217-231. A list of events suitable for mention in Spanish classes, clubs, etc. This comes from the Press Division, Office of the Coordinator of Inter-American Affairs.
65. Doyle, Henry Grattan: "Foreign languages and the war," MLJ, XXVIII (Apr. '44), 385-386. Also in WS, XIX (Dec. '43), 2-3. A plea for the cultural as well as the practical values of language study. The author also protests against the idea that one language is "better" than another.
66. Doyle, Henry Grattan: "'Learning languages in a hurry'—but not by miracles," SS, LVIII (18 Dec. '43), 465-467. Remarks on C. R. Walker's article "Language teaching goes to war" (SS, 3 Apr. '43) and *Reader's Digest* (May '43). The author stresses the point that while languages are being learned "in a hurry," it is through long daily hours and hard constant drill—not by any magic method.
67. Doyle, Henry Grattan: "Practical Inter-Americanism," BPAU, Aug. '44, pp. 429-436. This article discusses the work of the Washington Inter-American Training Center.
68. Doyle, Henry Grattan: "Progress in the teaching of Spanish and Portuguese," HER, XIII (Oct. '43), 335-341. The article begins with a review of the early history of Spanish teaching in the United States; it describes the "fad" of Spanish in the 20's, and the effect of the Modern Language Study. The present situation is much more firmly based and the study of Spanish will not disappear especially if the following problems are solved: a) training of teachers specifically for Spanish; b) better methods of instruction; c) escaping the trap of spoken language for "practical" purposes only. The author sees hope for elimination of all of these. Portuguese should assume a greater importance than it has at present, and might well be approached through Spanish for those who already know the latter. Teachers of Spanish and Portuguese can help implement the Good Neighbor Policy; further, they can broaden their pupils' horizons and views on Man and the World.
69. Duggan, Stephen: "Teaching foreign languages," MLJ, XXVIII (Nov. '44), 552-554. The war has greatly influenced language teaching. From now on there will be a new objective (fluency) and this change in objectives will demand a different kind of teacher. Our teachers must have a background of travel in the foreign land. In the postwar education in the United States, foreign languages must occupy a place of far greater importance and dignity than in the past, and increased attention must be devoted to improving the methods of teaching modern languages.

70. Eagon, Angelo: "Military language in high school," *JNEA*, XXXIII (Feb. '44), 50. The author describes his experiment in teaching military language to a class of 20 senior boys. This program should be expanded to include many more languages. The importance of some knowledge of a foreign language is being demonstrated daily in the war.
71. Earley, Helen C.: "An optimistic view of Spanish in the elementary school," *H*, XXVII (Feb. '44), 60-61. The surprising feature of Spanish instruction in the elementary grades is the ease with which it has been begun and is now being carried on in many schools. Spanish in the elementary school is proving a valuable and practical addition to the curriculum and a courageous step forward in the effort to create an abiding bond between all the nations of the Western Hemisphere.
72. Eaton, Helen S.: "A new course in basic language," *MLJ*, XXVII (Dec. '43), 578-581. A new Basic Language Course for High school or college freshmen with the material arranged in groups of Latin word families in chart form showing the derivational steps in Latin, Italian, Spanish, Portuguese, French, and the Latin element in English. This has promising results in the learning of a basic vocabulary in any one of these foreign languages or for the enlarging of the English vocabulary.
73. Eckelberry, R. H.: "Instruction in modern foreign languages," *JHE*, XIV (June '43), 312-314. A rapid survey of the language situation in higher education. The number of offerings on various levels has increased. Most notable increase is in the less common languages such as Russian, Portuguese, and Japanese. Courses stressing practical rather than literary use show a marked increase due to the war situation. The article ends with a plea for increased language work.
74. Eckstat, Charles: "Modernizing language teaching," *HP*, XXVI (Jan. '44), 56-57. The author lists his views on the "basic crimes" in the teaching of foreign languages, and also gives some recommendations for remedying these "crimes."
75. Eddy, Frederick D.: "The language studio," *MLJ*, XXVIII (Apr. '44), 338-342. This article describes the methods and materials used at one junior college to provide intensive individual training in aural-oral work. Student assistants are used.
76. Eldridge, J. G.: "Boom in Babel at Idaho," *SS*, LVIII (13 Nov. '43), 397-398. The Army has discovered languages as an essential part of a soldier's equipment. In keeping with this knowledge, nine modern tongues were taught. The ASTP flourished at this university. Languages are going to be important not only in winning the war, but also in winning the peace and in reconstructing the world.
77. Ell, Carl S.: "A crisis presents an opportunity," *BNEMLA*, V (Nov.-Dec. '43), 15-16. The crisis of the war has presented to language teachers an opportunity to serve the nation effectively. The peace will also provide an opportunity for service in equipping American youth with languages for use in postwar work of many kinds.
78. Elliot, J. P.: "Language geared to total war demands," *BBEd*, XXI (Sept. '43), 13-17. Pearl Harbor made clear the need for real language study. Many of the high schools met this challenge by having Victory Corps training outside of school hours. The pupils study not only the language, but the culture and military government of the country as well. High school pupils are looked upon as being in the reserves. There is no need for Basic English. Other languages are now reduced to "basic" too.
79. "Emphasis on foreign languages at Cornell University," *SS*, LVIII (30 Oct. '43), 339-340. Languages are being stressed at Cornell University in the regular classes as well as in the ASTP. Russian is now accepted among the prescribed languages satisfying the college language requirement for the A.B. degree.
80. Escudero, Carlos: See Jones, Willis Knapp.
81. Evelyn, Sister M.: "Languages in the postwar era," *BNEMLA*, VI (Nov.-Dec. '44), 15-17. A parochial school teacher views the language situation and finds it essentially the same as for the public schools.
82. Fahrer, W.: "A plea for uniformity," *GQ*, XVI (Nov. '43), 194-198. Rules for the pronunciation of *e* and *a*.
83. Fay, Eliot G.: "Summer studies in Quebec," *FR*, XVIII (Oct. '44), 28-34. The author describes his own experiences at Laval University, discusses educational and travel opportunities for Americans. There are also short lists of words used in Canadian French which differ from continental French.
84. Fayer, Margaret L.: "Middlebury College and the Army method of teaching languages," *SS*, LX (29 July '44), 79-80. Middlebury takes a stand on the Army method of language instruction. The average high school or college class cannot devote as much time to study, cannot have such select groups, nor so real an incentive. The almost exclusive attention to oral skill is not well-balanced instruction. Pupils should learn history, geography, literature, psychology too. The teacher is of the utmost importance. He must be experienced, able to speak the language fluently yet be familiar with the common mistakes of

the learner. The good results of the Army training will influence school methods after the war. We should emphasize both the spoken language and the cultural and political backgrounds.

85. Faust, A. B.: "A wartime trend in language teaching," *GQ*, XVII (March '44), 93. A justly honored academician of high repute endorses the Army's insistence upon a satisfactory answer to the question: "Can You Speak It?"
86. Feise, E.: "Die deutsche Sommerschule von Middlebury College in Bristol, Vermont, 1943," *MfDU*, XXXV (Dec. '43), 441-443. The Middlebury idea as affected by the militarily conditioned ideologies of intensive training.
87. Fine, Benjamin: "In 30 tongues G.I.'s have a word for it," *NYTMS*, 26 Sept. '43, pp. 16-17. Foreign languages are playing an important part in helping to win this war. Through improved teaching methods the G.I.'s are learning foreign tongues. The soldier has received a foundation for acquiring a more extensive command of the language. No longer will a foreign language frighten him; it will no longer be strange and different.
88. Flores, Isolina R.: "Skills and methods developed in Spanish classes with the object of extending the reading program in English," *MLJ*, XXVIII (Jan. '44), 22-28. The author makes some practical suggestions for developing a Spanish program which in turn extends the reading program in English.
89. Flores, Isolina R.: "Vocational significance and tendencies of foreign language teaching in high schools," *MLJ*, XXVIII (Oct. '44), 472-475. The author discusses some vocational aspects of foreign language study. Languages are going to be more important than ever before and proper teaching should be carried out in order to equip the students thoroughly.
90. Foley, Louis: "The how of the hyphen," *MLJ*, XXVII (Oct. '43), 443-446. The function of the hyphen is commonly misunderstood or ignored. Used with discrimination, the hyphen can facilitate reading by marking relationships not otherwise immediately clear.
91. Foley, Louis: "Let's get this language business straight," *SS*, LVIII (2 Oct. '43), 244-248. The recent playing-up of foreign languages often shows lack of discrimination and even of common sense. The pendulum has swung away from French toward Spanish. The author points out many short-comings of this recent trend.
92. Foley, Louis: "Reflections on *Foreign Languages and Cultures in American Education*," *FR*, XVII (Oct. '43), 15-17. The author feels that the French language has been somewhat neglected in the specimen programs of this book. He cites a tendency to be satisfied with what he considers insufficient thoroughness in language work. Yet he finds that there is also "much that is genuinely stimulating" in this book.
93. "Foreign languages and the Army program," *SS*, LX (29 July, '44), 78-79. The impressive results of the Army program were due to no miraculous formula but to a liberal allowance of time and to the opportunity for students to practice the language in the intimacy of a small group. An extension of these conditions to regular foreign language instruction programs would equip citizens for international contacts in a postwar world.
94. Frauenfelder, Wm.: "Lessons from Army language courses," *SS*, LX (19 Aug. '44), 123-124. We can learn a lesson from the ASTP language program. Now time must be allowed for concentration in foreign language study. Daily class hours must be increased. Language classes must be reduced in size and the teaching staff of language departments correspondingly increased. Practical language training has become one of the challenges of our time.
95. Freeman, Stephen A.: "One language for one world?" Ed., LXIV (Jan. '44), 265-271; summary in *JED*, CXXVII (Feb. '44), 60-61. The author points out that a nation's tongue is one of its dearest heritages and that if there were to be a single language for the world, all languages but the one selected would have to be discarded. This hardly seems possible. As for Basic English, it is insufficient for general use. The most important thing is to establish mutual understanding through broader language programs.
96. Friedl, Berthold C.: "Techniques in spoken language: specific procedures in the ASTP foreign area and language studies," *MLJ*, XXVIII (Oct. '44), 476-498. An exhaustive and detailed description of procedures used in the ASTP at the University of Missouri. Along with discussion of old and new techniques, specific samples, especially of *comédies spontanées*, are supplied.
97. Friedman, Betty, Camelia Hauck, Lucette de Cannière and Walter V. Kaulfers: "The matched-pair method in the teaching of conversational French," *FR*, XVIII (Oct. '44), 24-27. A description of the technique of using first and second person forms in developing conversation through questions and answers.
98. Fuerst, N.: "Towards defining the intensive course," *GQ*, XVII (Nov. '44), 201-204. Suggests the toleration side by side of differentiated methodologies and objectives.
99. Fulton, Renée J.: "Foreign language student publications," *MLJ*, XXVIII (Nov. '44),

583-586. A review of foreign language publications prepared by students shows that they provide a variety of opportunities for widening the students' cultural horizons as well as for developing power and creativeness in the written language.

100. Funke, Erich: "Phonetics and recent developments in language study," *MLJ*, XXVII (Oct. '43), 419-425. The development of phonetics as an applied and an experimental science in the various fields of language study and of language teaching has been great. The value of phonetic training in the study of the so-called less-known languages and the importance of applied phonetics in the teaching of modern languages in the light of recent political developments are discussed.
101. Funke, Lewis B.: "Boom in Babel," *SEP*, CCXVI (17 July '43), 18-19, 97-98. One of the early popularizations of new language courses. It stresses the striking elements of the situation without indicating the hard work needed for success.
102. Gaarder, Alfred B.: "Notes on some Spanish terms in the Southwest," *H*, XXVII (Oct. '44), 330-334. The reason that many Spanish-speaking people cannot understand the Spanish of the Southwest is that the latter is full of current slang. The Spanish spoken by the old folks (closest to standard) contains many archaic forms. The middle generation keeps the archaic and obsolete forms and adds many Anglicisms. The youngest group increases the confusion by the use of slang. Finally, there is the language of the city gang, identical in part with that of the high school boy, but including also expressions of shady or sinister meaning. A glossary of slang terms is included.
103. Galpin, Alfred: "Italian ASTP program at the University of Wisconsin," *It.*, XXI (March '44), 25-28. A description of the division of the course into Mimica, Pratica, and Analisi with discussion of the content and methods of each.
104. Gardiner, Catharine A.: "Oral command the first objective in foreign-language teaching," *SS*, LVIII (17 July '43), 43-44. The ASTP program can teach a lesson to many language teachers. In order that American youth may compare favorably in their command of foreign language with the youth of every nation of the globe, the administrator should provide a program of five or six years of study for each language, with the teachers bending all their efforts to give an oral command to their students.
105. Gaudin, Lois & Albert: "Points de vue," *FR*, XVII (March '44), 270-280. A bibliography of books on France and the war published during 1943. It is a continuation of an earlier article in *FR*, XVI (Jan. & Feb. '43), 226-233 & 319-328.
106. Ghigo, Francis: "Standardized tests in the ASTP at the University of North Carolina," *FR*, XVII (May '44), 358-360. An analysis of results obtained through the use of standardized tests, each one given twice. Although the work was essentially aural-oral, the results on the written tests checked quite well with instructors' opinions of students' oral ability. This correlation is carefully not regarded as conclusive.
107. Giduz, Hugo: "The 1943 French placement test at the University of North Carolina," *HSJ*, XXVII (Jan.-Feb. '44), 29-31. An analysis of the results shows that the 1943 group was inferior in training to any previous group of incoming freshmen tested during a 14-year period. Such results show need for a great improvement in teaching methods.
108. Ginsburg, R. F.: "New program in Spanish for Los Angeles," *CJSEd*, XVIII (Oct. '43), 347-348. The Los Angeles City School District is starting a new program of teaching Spanish beginning in the kindergarten and extending through the junior college. This represents an entirely new procedure for the elementary schools and a change of emphasis on Spanish conversation for all secondary schools. This is in answer to the minority group problem in Los Angeles. Only by overcoming the barriers of language can we procure for our generation the realities of hemispheric solidarity.
109. Girard, Daniel P.: "The teaching of foreign languages during and after the war," *FR*, XVII (Oct. '43), 23-29. Hitherto, language programs have offered too little too late. The war has caused some shift in emphasis—from reading to speaking. The author objects to two current ideas: 1) that English will become universal, and 2) that languages can be learned in a hurry. High schools have been a little slow in adjusting to the new conditions. With the indicated future importance of languages, we should revise our objectives to the four-fold, and adopt new techniques, have more selection of students and more time allotted for language study.
110. Girard, Daniel P.: "The war, foreign languages, and the schools of tomorrow," *TCR*, XLV (Apr. '44), 471-477. The war has opened our eyes to the need for foreign languages. They will be a social necessity in the future. The oral phase of the language is increasingly important. The ASTP programs have shown us what can be done if we duplicate their methods in our schools. The public is no longer linguistically isolationist. There is an ever-growing demand for the study of foreign languages. The schools must meet the demand intelligently and effectively.
111. Gordon, Lewis H.: "Italian in the ASTP," *It.*, XX (Dec. '43), 201-204. A description of

the methods and procedures used in Italian classes at Cornell University. Stresses coordination of grammar sessions, drill sessions and "area" work.

112. Gossman, Juanita: "Foreign language requirements in 100 colleges," *SS*, LVIII (31 July '43), 78-79. This study revealed that college-entrance requirements in foreign language are being relaxed. 72% of the institutions studied allowed entrance without foreign language. 84% require foreign language for graduation.

113. Gossman, Juanita: "What is the 1942 status of foreign language requirements in colleges?" *It.*, XX (Dec. '43), 205-206. Same set of data as reported above, no. 112.

114. Grabske, Bee: "Sunk by same," *H*, XXVII (May '44), 175-177. The author advocates more successful learning of Spanish through more thorough ear-training. This could be accomplished by the use of recordings which repeat thousands of words in all sorts of combinations, thus supplementing the *viva voce* instruction of the teachers. Specific suggestions are made for the implementation of this program.

115. Graves, M.: see Cowan, J. M.

116. Haas, Mary R.: "The linguist as a teacher of languages," *L*, XIX (July '43), 203-208. A discussion of the method of linguistic analysis as applied especially to the teaching of Oriental languages. The article stresses the conversational aim to the practical exclusion of all others.

117. Haft, W. S.: "Observations on the present 100% promotion plan in French 1 classes," *HP*, XXVI (Oct. '44), 73-75. The author objects to the 100% promotion plan because it does not do the pupil any good to go on to French 2 unprepared for it; it also encourages half-hearted work in French 1, and holds back the capable pupils. Suggestion: special terminal second term classes for those not fitted to do the regular work.

118. Hall, Robert A., Jr.: "Phonetics and the technique of grammar," *BNEMLA*, VI (Nov.-Dec. '44), 23-25. Assuming the necessity of some kind of phonetic transcription in teaching French, the author stresses language as speech rather than as writing; as an example of the effect of this on the teaching of French grammar, he suggests deriving the masculine form of the adjective from the feminine by dropping the final consonant sound (with adjustments necessary in some cases). This type of procedure can be used throughout.

119. Hanson, Haldore: "International languages for one world," *Ed*, LXIV (Jan. '44), 272-284. The study of English is far more widespread outside of the United States than is the reciprocal study of foreign languages within our country. The Army and Navy have made a permanent contribution to the study of languages. We do not hope for one universal language, but anticipate the broader use of several international languages. English is likely to grow in prestige. Exchange of languages will break down the language barrier for the citizens of the next generation.

120. *The Harvard Educational Review*, XIII, no. 4, Oct. '43. This is a report of the Harvard Workshop on Latin American Studies in New England Schools, July 12-16, 1943. It does not contain all the addresses of the workshop. Contents as follows (the last three items are analyzed under the author's name):

1. Holmes, Henry W.: "New Borders for the Neighborhood." Summary of the workshop.
2. Shattuck, Mrs. George Cheever: "The Pan-American Society of Massachusetts."
3. Whitaker, Arthur P.: "Our Pan-American policy and the postwar world."
4. Haring, C. H.: "Warnings and suggestions to teachers of Latin American history."
5. Chase, Gilbert: "Becoming acquainted with Latin America through music."
6. McDonald, Martina: "Intercultural educational activity."
7. Padin, José: "Latin American literature in North American schools." (cf. no. 216)
8. Doyle, Henry Grattan: "Progress in the teaching of Spanish and Portuguese." (cf. no. 68)
9. Stanley, Richard and J. Donald Neill: "A bibliography of recent articles on teaching about Latin America." (cf. no. 293)

121. Hatcher, Anna G.: "Je le vois sourire, je le vois qui sourit, je le vois souriant," *MLQ*, V (Sept. & Dec. '44), 275-301 & 387-406. An exhaustive analysis of the uses of the three apparently equivalent constructions. Examples are gleaned from Latin and from all periods of French literature.

122. Hauck, Camelia: see Friedman, Betty.

123. Hefler, Alden R. & Frank R. Thompson: "Seseo vs. θ in the classroom," *MLJ*, XXVII (Nov. '43), 500-501. The American student of Spanish should now be taught the *seseo* since his oral and aural contact with the language will probably be with the Spanish-American pronunciation, and since even in the study of the literature of Spain the *seseo* will not be a serious hindrance.

124. Hedin, Edith: "Bristol, Vermont," *MfDU*, XXXV (Dec. '43), 443. A sample of the Middlebury idea: free composition by the student.

125. Henninger, George A.: "In defense of dictionaries and definitions," *MLJ*, XXVIII (Jan.

'44), 29-39. Meanings, pronunciation and spelling, in the order given, are the essential things about words. More time on all, especially the first, is justified. A set of rules, dictionary "do's" and definition "do's and don'ts" are presented and recommended for students to note.

126. Hespelt, E. H.: "The Hispanic Society Medal," *H*, XXVII (Feb. '44), 63. Mr. Archer M. Huntington, president of the Hispanic Society of America and honorary president of the AATS, has presented an endowment to be used in the annual award of a medal to be known as "The Medal of the Hispanic Society of America for Graduate Scholarship in Spanish." It is awarded each year for the best Master's thesis submitted during the year immediately preceding.
127. Hibbard, Mary J.: "French for the ten-year old," *FR*, XVII (Feb. '44), 220-223. This is the description of a French class for 10-year olds in a private school, but the principles could be applied anywhere. The program for the year is outlined in some detail. The success of this program strikes a hopeful note.
128. Hilzheimer, Klaus: "Do we teach German well?" *JHE*, XIV (June '43), 315-318. German instruction in the United States today is not of the quality it should be. Modern German literature is slighted in the readers. Teachers of German should have an active command of the language; Nazi sympathizers should be enlightened or dismissed. Instruction can be enlivened by humor, by audio-visual aids, the addition of more study of the cultural aspects of German life.
129. Hocking, Elton: "Pronunciation and silent reading," *FR*, XVII (Feb. '44), 224-228. Oral skill is a necessary preliminary to good silent reading. Even in silent reading, pronunciation takes place and it is important to provide correct pronunciation habits; otherwise, there is a psychological barrier to comprehension. Thought is formulated in words even if not actually uttered, and it is especially important that students of foreign languages learn to pronounce the words involved in the expression of thought in the language studied. Reading thus becomes silent expression. Students trained on these principles have surpassed norms in other phases of language study along with the added oral ability.
130. Holzmann, Albert W.: "A method of teaching German conversation," *MLJ*, XXVII (Oct. '43), 413-418. The process of evolution and the method of conducting a course in German conversation is described. Advanced composition is also taught in this course. Pictures form the basis for conversational practice. Essays are written on various topics. Original testing devices are employed. The method is equally applicable to other foreign languages.
131. Huebener, Theodore: "Foreign language enrollment in 1943," *HP*, XXVI (Jan. '44) 55-56. (This will also be found as a news note in *FR*, *H*, *It.* & *MLJ*). The author lists the foreign languages enrollments for 1943 in the senior high schools and vocational schools of New York City. An increase in numbers was noted in all languages.
132. Huebener, Theodore: "Letter to the Editor," *GQ*, XVII (May '44), 162-164. Advocates more realistic curricular arrangements as indicated by the ASTP experiment.
133. Huebener, Theodore: "The teaching of conversation," *MLJ*, XXVIII (Dec. '44), 655-659. Conversation, although of unquestioned practical usefulness, cannot take the place of the broader cultural and educational aims of the course in foreign languages. Conversation can be taught only in gradual stages, since it depends upon vocabulary and grammar. Through constant practice the student may progress from simple, memorized dialogues to a free, spontaneous exchange of ideas.
134. Hutchinson, Mark E.: "The wartime language program as related to postwar language teaching," *SS*, LX (15 July '44), 33-36. After a brief review of the main features of the Army linguistic method, the author, a Latin teacher, raises questions as to the validity of this method for the full language course. He expresses doubts as to the advisability of using the aural-oral approach as against a reading approach. A careful analysis and study of Army results should be made before the Army type of course is made to take the place of previous types.
135. Ittner, R. T.: "Implications of the Armed Forces' language program," *GQ*, XVII (Nov. '44), 176-182. Reading ability is a desirable objective; the author studies the aural-oral approach in its relation to reading ability.
136. Jackson, Eugene: "Foreign language program for the secondary schools of New York City," *HP*, XXVI (March '44), 36-42. A complete re-evaluation of the foreign language set-up seems necessary. New objectives to meet future needs will be established, and conditions permitting their attainment will be sought. A return to the four-fold aim and an improvement in the length of courses and size of classes is called for. Specific suggestions are made as to method, pupil personnel, etc. Regents examinations would be inadequate for the testing of such a program and should be abolished eventually; the two-year Regents examination should be abolished immediately.

137. Jackson, Ruth C.: "Short time' suggestions for Spanish classes," *MLJ*, XXVII (Dec. '43), 582-584. A few minutes daily or several days during the term can be utilized to augment oral-aural control, to increase knowledge and understanding of the older American republics, and to bring language study closer to the daily lives of the students. Specific suggestion of the "activity or "project" type are outlined.

138. Jacques, Agnès: "New problems in the teaching of Russian," *MLJ*, XXVIII (Feb. '44), 159-162. Since Russian is being more frequently taught than ever before, new materials and methods must be introduced. Scientific word and syntax counts could be very useful.

139. Joel, A. H.: "Learn Spanish, it's easy!" *R*, LXV (Sept. '44), 26-28. In giving the various reasons for studying Spanish as a "good neighbor" language, the author intersperses some 150 cognate Spanish words. Along with many reasons for the study of Spanish, suggestions for informal study groups are given. The ease of learning Spanish as vaunted by the title is open to question.

140. Johns, Dorothy M.: "Let's do a French puppet show! An integrative project combining French language, literature and culture," *FR*, XVII (Oct. '43), 30-35. This is a digest of one of the programs described in full in *Foreign Languages and Cultures in American Education* (McGraw-Hill, 1943). The piece presented was *l'Abbé Constantin*: actual work on the script and production was preceded by lectures in French and readings in French and/or English. The script was written cooperatively by the pupils, first in English, then in French. Puppets, stage, equipment, etc. were made and operated by the pupils. The piece was performed twice daily for 8 days to general audiences. It also was presented in other schools. The pupils felt that they had learned a great deal both of French and of general information.

141. Johnson, Laura B.: "Some implications of the intensive language program for the classroom teacher," *FR*, XVII (May '44), 361-366. This article analyzes those features of the ASTP language courses which can be applied to ordinary high school classes and calls upon language teachers to avail themselves of the lessons learned from the Army program. One important point is that instructors "have discovered that reading power is a natural outgrowth of speaking ability; whereas ability to speak does not naturally evolve from reading power."

142. Jones, Willis Knapp & Carlos Escudero: "Bridge-playing in Spanish," *H*, XXVI (Oct. '43), 304-308. The authors include a list of card terms compiled from many sources. This list includes terms for the players, the cards, the beginning of play, bidding, action, end of game, gambling phrases, etc. Interesting observations on the material are given.

143. Jones, Willis Knapp: "Social aspects of modern language teaching," *MLJ*, XXVII (Oct. '43), 403-412. Language teachers stand on firm ground when they argue the value of the subject they teach because of its social aspects as distinguished from its purely cultural values. In a changing world, with distances shrinking, the need for an ability to talk with and understand our neighbors looms large.

144. Jones, Willis Knapp: "Sport in Spanish," *IA*, III (Feb. '43), 21-25. A description of American sports as adopted in Latin America; their reflections in vocabulary (e.g. *jorron* = "home run"); their effect on attitudes towards sports and life in general, the changed attitude especially toward winning and losing. One case among many in which mutual understanding has been fostered.

145. Jordan, Emil L.: "Brazil: foreign area studies in college Portuguese," *MLJ*, XXVIII (March '44), 277-279. This article treats the possibility of including area studies of Brazil in the college Portuguese course.

146. Jordan, Emil L.: "Foreign area studies in the German college curriculum," *MLJ*, XXVIII (Feb. '44), 151-154. The author discusses the possibility of adapting the foreign area studies of the ASTP to the regular college language course.

147. Jordan, Emil L.: "Languages for use" and the Liberal Arts," *MLJ*, XXVIII (Apr. '44), 342-345. This article deals with ways in which the liberal arts approach can prove helpful and stimulating in carrying out the "languages for use" policy at the college level.

148. Kany, C. E.: "American Spanish *hasta* without *no*," *H*, XXVII (May '44), 155-159. Analysis, with examples, of the use of *hasta* without *no* to accompany a negative verbal idea. This may often lead to misunderstandings. The construction seems most frequent when *hasta* and a following time expression precede the verb (analogous to *no tengo nada —nada tengo?*). Study of the examples cited seems to show a similarity between *hasta* as used in the northern half of Spanish America and *recién* as used in the southern half.

149. Kaukonen, Beatrice L.: "Flash cards as a drill device in the teaching of numbers in Spanish," *MLJ*, XXVIII (Dec. '44), 660-661. Flash cards with simple arithmetical problems can be used as a drill device as soon as numbers have been presented—even as early as the first lesson. This device is particularly suited to the junior high school level.

150. Kaulfers, Walter V.: see, Blayne, T. C.; DeLiso, A. S.; Friedmann, Betty; Webster, P. M.

151. Kaulfers, Walter V.: "Wartime developments in modern language achievement testing,"

MLJ, XXVIII (Feb. '44), 136-150. This article describes in detail a test for aural comprehension and oral fluency used in the ASTP language course at Stanford University. The test for oral fluency is ingenious and original in its make-up.

152. Kettelkamp, Gilbert C.: "The problem of selecting a foreign language," MLJ, XXVII (Oct. '43), 382-385. The well-known modern languages are still good choices for the pupil planning to take a linguistic course.
153. Klarmann, A. D.: "The challenge of the Army," GQ, XVII (March '44), 67-71. The author suggests ways and means of adapting our curricular arrangements to meet the new challenge to our civilian institutions.
154. Koch, Ernst: "Literature as usual?" MLJ, XXVII (Nov. '43), 515-516. The difficulties of teaching literature, and its importance in the curriculum are treated. Readings should be selected for their literary and philosophic values; not on the basis of whether they are favorable to certain points of view.
155. Koch, Ernst: "Thoughts in season," MLJ, XXVII (Oct. '43), 379-381. The arts, and especially literature, must be emphasized rather than de-emphasized in the curriculum if we are not to debase the school as an ethical institution. The author points out that even the dictator nations did not cut out art and literature but distorted them and used them as powerful weapons. How much more powerful for good can the undistorted study be! Vocational subjects should not be discarded, but should be maintained only at a level which allows sufficient time for humanizing subjects.
156. Koenig, Karl F.: "Borrowings from the German (1930-1941)," MLJ, XXVII (Nov. '43), 486-493. It is evident from this list—compiled from the Sunday edition of the *N. Y. Times*, *Time Magazine* and the *Reader's Digest*—that borrowing words from other languages still goes on. Even in war times, often particularly in such times, there is an increase in such borrowing. The present list has the value of being representative for it was compiled from news organs which are read by millions of people. How many of these words, placed again and again before the American people, will stay with us is left for the future to decide.
157. Kurath, Wm.: "A testing plan for first-year German classes," MLJ, XXVIII (Apr. '44), 346-351. The ordinary elementary German professor can save time by using the methods applied in the construction of standardized tests for his own quizzes.
158. Kurtz, John W.: "The teaching of literature in elementary language classes," MLJ, XXVII (Nov. '43), 517-521. A plea for the introduction of more reading material of high literary merit in elementary language classes, even in "simplified" and abridged editions, if necessary; together with suggestions for a type of approach which would make the expedient of simplification and abridgment both feasible and tolerable.
159. Kurz, Harry: "The future of modern language teaching," MLJ, XXVII (Nov. '43), 460-469, also in EdD, IX (Jan. '44), 50-53. Report on a conference on teaching modern foreign languages called for the spring of 1943 by the Rockefeller Foundation. Nine of the seventeen conferees were non-language teachers. The conclusions are sensible and optimistic for the future of language study in the United States.
160. Labastille, Ferdinand: "Practical Pan-Americanism," GL, XIX (Feb.-March '44), 7-8. A description of the function and activities of the Inter-American Demonstration Center at State Teachers College, Jersey City, N. J., one of 30 such centers designated by the U. S. Office of Education.
161. LaDu, Milan S.: "Army language instruction at Syracuse University," MLJ, XXVIII (March '44), 286-288. This article tells the principal aspects of the ASTP language program at Syracuse University. It describes the aims, materials, methods of segregation by competence, etc.
162. Laiken, Henry: "Can we streamline a language?" H, XXVII (May '44), 172-175. Language and literature are vast, complex fields involving the culture and history of peoples. There is no valid way to "streamline" such material.
163. Lancaster, H. Carrington: "The object of *faire* with a reflexive infinitive," MLJ, XXVII (Nov. '43), 513-514. This is a correction to the commonly stated idea that the "personal object" in the *faire faire* construction becomes indirect if the infinitive dependent on *faire* has a direct object. When the infinitive is reflexive, the personal object remains direct.
164. Larsen, R. P.: see Wittenborn, J. R.
165. Leach, Muriel: "The English language teaching program for the other Americas," H, XXVII (Feb. '44), 52-56. One of the most significant guarantees for enduring Pan-American unity is the growing interest in the study of the languages of the Americas. There is a growing interest here in Spanish, and in the other republics in English. There is a great need for teachers who could teach English as a foreign language to our neighbors. The United States Government now sponsors an English Language Teaching Program for the other American republics.

166. Leavitt, Sturgis: "Why waste time? Report on the preliminary Spanish program, University of North Carolina," *H.*, XXVI (Oct. '43), 310-311. The author describes the intensive Spanish program set up to accommodate the trainees of the ASTP units before the beginning of the actual work.

167. LeCoq, J. P.: "A neglected point of grammar, the passive voice." *MLJ*, XXVIII (Feb. '44), 117-122. American students have a great deal of trouble with the passive voice, and grammars usually do not shed much light on the subject. This article brings the problem to the attention of teachers and invites them to prepare grammar texts to treat the subject in the proper way.

168. Lenz, H.: "Adjustment of the college curriculum to wartime conditions and needs," *GQ*, XVII (May '44), 112-119. Report of the AATG Committee on Wartime German Courses. The findings are based on 49 replies to the committee's questionnaire.

169. Liebesny, Hugh J.: "Usage in French," *MLJ*, XXVIII (Nov. '44), 605-607. In determining whether an *H* initial in a proper name is aspirate or mute, it seems probable that the national origin of the name is the deciding factor. In names of Germanic or English origin, the chances are that the *H* will be aspirate; in those of Latin or Greek origin, it is likely to be mute. Many exceptions to both parts of the theory are to be found.

170. Liebesny, Hugh J.: "Vocabulary learning enjoyable," *MLJ*, XXVIII (Feb. '44), 182-189. By bringing out the origin, history and relationship of words, the close ties between French and English, etc. can be made interesting. This can be applied to the development of individual vocabularies.

171. Liedke, O. K.: "An historical review of the controversy between the ancient and the modern languages in American higher education," *GQ*, XVII (Jan. '44), 1-13. The foci of the discussion are: 1) the weight of tradition, and 2) the progress of reform. The article concludes with suggestions as to how to meet the contemporary challenge.

172. Lindgren, Henry C.: "Understanding foreign terms used in English," *MLJ*, XXVII (Nov. '43), 505-507. Students of French indicate a better understanding of French loan-words than do non-French students. However, the question is whether this learning is as complete or as automatic as has been assumed by many instructors.

173. Lindquist, Lilly: "Language in tomorrow's schools," *MEJ*, XXI (May '44), 454-455. Limiting Americans to one language is a form of cultural isolationism. Emphasis should be on use, not on grammar for grammar's sake. Language study should begin early and be carried through the high school.

174. Lindquist, Lilly: "The postwar jobs. What are the high schools doing to prepare youth for them?" *MLJ*, XXVIII (Feb. '44), 111-112. The author pleads for a more "liberal" high school course, permitting the brighter students to take any subject in any year. This would be especially beneficial in the language field, giving the students more opportunity to practice the language and greater ability actually to use it.

175. Lindquist, Lilly: "Where the blame belongs," *MLJ*, XXVII (Oct. '43), 394-397. The author makes some further remarks suggested by Major Rogers' article, *MLJ*, XXVII (May '43), 299-309. The blame for the failure of foreign language teaching belongs on the educationists who have blocked the efforts to get pupils to study foreign languages. When pupils have been given the chance, the time allotment has been too meager to enable the job to be well done. When the teachers are given the time, they will be successful. There is no royal road to the mastery of a foreign language; nothing but hard work and long hours leads to language success.

176. Lindquist, Lilly: "Why study foreign languages answered by our Armed Forces," *MLJ*, XXVII (March '44), 289-291. Selections from reports by men in charge of educational programs in the Armed Forces show the interest in languages among the servicemen and the importance attached to them by the military and naval authorities. There are brief descriptions of methods used—records, etc.—with the implications for civilian teaching drawn from them.

177. *Literature in American Education*, Baltimore, Enoch Pratt Free Library, 1944. Report of a special committee of the Commission on Trends in Education of the MLA. A forceful presentation of the importance of the study of literature in American education. It presents the question on the basis of "practicality" in the broadest sense and shows the social and economic dangers of the omission of such training from the curriculum.

178. Loose, G.: see Schroeder, P. C.

179. Low, Jeanne M.: "Language study in a typical large Connecticut town," *BNEMLA*, VI (Nov.-Dec. '44), 12-14. After portraying the decline in enrollments in this typical high school, the author reports conversations with school administrators, business and professional people. With only one exception, these people believe that foreign language study must be maintained, but they stressed more utilitarian aims. The recognition or neglect of language study by the public rests in large measure with the language teachers.

180. Luciani, Vincent: "Modal auxiliaries in Italian," *It.*, XXI (March '44), 1-12. An exten-

sive analysis of the uses of *dovere*, *potere*, *sapere* and *volere* in their function as modal auxiliaries. Many examples are cited and comparison is made with English expressions. Much attention is paid to uses not ordinarily described in the grammars.

181. McKenzie, Kenneth: "Looking ahead," BNEMLA, VI (May '44), 19-20. Experience with Army programs has proved that American students can learn languages. But in peacetime, objectives must be broader than those in the ASTP and include reading and literature as well as aural-oral work. Knowledge of the foreign language must be accurate, and this can be aided by increased use of dictionaries in learning the exact meanings of words.
182. McLaughlin, J. H.: "Utility of major foreign languages in phytopathology," S, C (20 Oct. '44), 355. A statistical count and analysis of foreign language papers in phytopathology shows an increase in Spanish and Portuguese, mainly from South America. The author feels that Spanish and Russian will assume greater scientific importance and should be added to the tools of research of the scientist.
183. McManus, Beryl J. M.: "Our new customers," H, XXVII (Oct. '44), 367-372. Since the war, there are many new customers in the Spanish classes. New methods and materials must be used for there is a varied educational background. Many of the students are military personnel, war workers, adults, etc. The author describes some of the methods and materials she has used successfully in her classes.
184. Machan, Helen W.: "Annotated bibliography of modern language methodology—June, 1942-June, 1943," MLJ, XXVIII (Jan. '44), 70-103. The usual yearly bibliography of modern language methodology.
185. Mapes, E. K.: "Teaching modern languages in wartime," MLJ, XXVII (Dec. '43), 538-555. The best contribution to the war effort that civilian modern language teachers can make is to teach future draftees and war workers the rudiments of the most important languages, stressing particularly oral and aural drill. A specialized military vocabulary should be taught after the trainee enters the service.
186. Marchant, A. D.: "Brazilian spelling and geographic names," JG, XLII (Sept. '43), 208-215. Brazil has adopted a simplified system of Portuguese spelling. This in turn has modified the form of many geographic names. The author lists some of these changes along with a partial list of the general rules for the new spelling. This change should tend to popularize the Portuguese language.
187. Marraro, Howard P.: "Pioneer Italian teachers of Italian in the United States," MLJ, XXVIII (Nov. '44), 553-582. Against the background of the educational conditions prevalent in American colleges during the first  $\frac{1}{2}$  of the 19th century, the author examines the contributions made to the teaching of Italian in the United States by Italian pioneers in the fields, chiefly Foresti, Bachi, Monti, Botta, Marancelli, Gallenga and Speranza. The principal textbooks used in the teaching of Italian are also briefly described.
188. Miller, Minnie M.: "To teach and to learn," MLJ, XXVIII (Apr. '44), 378-380. Languages can be modernized and brought up to date. The author suggests some means of growth for the teacher. "To learn" and "to teach" should become synonymous.
189. Moellering, Wm.: "The function of the subjunctive mood in 'Como' clauses of fact," H, XXVI (Oct. '43), 267-282. The author distinguishes between the use of the subjunctive and of the indicative in "como" clauses of fact. Subjunctive: if the notion of cause is bound up with that of attendant circumstance, implying temporal sequence of coincidence with the main verb, the subjunctive is used. The temporal contingency of two events is dwelt upon. Indicative: if the clause states a primary incident in the narrative with the implication that further developments ensued therefrom, as told in the main clause, the indicative is used. Temporal contingency of the two events is disregarded.
190. Moellering, Wm.: "Further comment on 'ser' and 'estar' with predicate adjectives," MLJ, XXVIII (Nov. '44), 597-604. The new principles for distinguishing the Spanish copulative verbs through the speaker's subjective concept are born of sound linguistic analysis, but they need further refining to function serviceably as classroom guides to usage. The author suggests that the concept of "crystallization" be attached to *ser* and that of being "phaselike" characterize *estar* (cf. no. 16).
191. Moore, Olin H.: "Gli Italo-Americani nell'ASTP," It, XXI (Sept. '44), 125-130. Discussion of problems of adjustment faced in an advanced class of ASTP made up of Italo-Americans. It was necessary to prove the necessity of the official form of Italian for military purposes instead of dialects already familiar to the students. Informants, textbooks and even Dante were used in this connection.
192. Moore, Anne Z.: "Reading for rate and comprehension in the foreign languages," MLJ, XXVIII (Oct. '44), 508-513. The author describes an experiment to determine to what extent a planned program of vocabulary study with weekly speed and comprehension tests will improve reading ability in a foreign language.

193. Morgan, B. Q.: "After the War," MfDU, XXXVI (Feb. '44), 107-109; GQ, XVII (Nov. '44), 241-243; and MLJ, XXVIII (Apr. '44), 323-324. A blueprint for effective action to get more and better language teaching in our schools and colleges. The author suggests improving and promoting public relations as well as vigorous effort toward improvement in teaching.
194. Morgan, B. Q.: "Letter to the editor," GQ, XVII (May '44), 160. This letter advocates a new foreign language study to ascertain some facts concerning the present language competence and attitude of those who enjoyed direct method instruction and those who did not.
195. Morgan, B. Q.: "A memorandum on the 'intensive' course in a foreign language," GQ, XVI (Nov. '43), 199-201. A discussion of the meaning of "intensive" with a brief consideration of the various factors in such courses. Also specific suggestions for aural-oral practice.
196. Morgan, B. Q.: "Reflections of the 'intensive' course in foreign language," MLJ, XXVII (Dec. '44), 568-570. Old and new features of the Army language courses and drawbacks to such a course are discussed. The article stresses the fact that the student must be able to learn, otherwise *no* method can succeed. Questions the surrender value of the ASTP type of course for the flunker.
197. Morgan, E. A.: "Why study foreign languages? (Student-faculty collaboration)," MLJ, XXVIII (Jan. '44), 43-45. Students need to examine why they are taking foreign languages. A list of values, developed through student-faculty collaboration, is given, together with objections and answers to them.
198. Morize, André: "Foreign languages in the postwar world," BNEMLA, V (Nov.-Dec. '43), 12-14. The author looks upon the so-called "crisis" rather as "growing pains." Language teachers should look to the future and grasp the new opportunities. New methods and new points of view will have to be adopted, more exchanges of teachers and students brought about. Those who continue cultural studies will be responsible for cultural rehabilitation, and foreign culture should hold an important part in this work.
199. Morris, M. C.: "Ends and means in language teaching," MLJ, XXVIII (Feb. '44), 192-198. The author discusses the need for intellectual honesty in defining objectives and for a realistic attitude in facing the future. Our *modus operandi* will count as heavily in the immediate future as the job we are doing.
200. Moses, B. Hopkins: "Methods of 'learning in a hurry': their contribution to education," SS, LIX (13 May '44), 348-349. The author finds an important contribution to educational methods in the intensive concentration on a limited number of courses for a short time as exemplified by ASTP language and area work.
201. Muller, Henri F.: "The French seen through their proverbs and proverbial expressions," FR, XVII (Oct. '43), 4-8. Proverbs and proverbial expressions reflect a national culture, often in phases not otherwise treated or contradictory to literary conventions. They give a picture of the moral, social, economic ideas of life which sometimes differ radically from more literary treatments.
202. Müller, Siegfried H.: "The general language course in the college curriculum," MLJ, XXVIII (May '44), 425-429. The author justifies the place of general language as a contribution to the college curriculum.
203. Myron, Herbert B., Jr.: "Teaching French to the Army," FR, XVII (May '44), 345-352. A description of Army work in French using a hypothetical class as a sample of the type of work done. The article conveys some suggestions for adaptation to civilian language work.
204. Myron, Herbert B., Jr.: "Translation made tolerable," MLJ, XXVIII (May '44), 404-408. This article stresses the necessity of careful translation from French to English, and suggests ways and means of using this exercise in an interesting way.
205. Nabholz, Johannes: "Entertaining features in the teaching of modern languages," MLJ, XXVIII (May '44), 409-412. The article gives some practical suggestions for making the language class more stimulating and enjoyable.
206. Natalie, Sister M.: "Integrating present methods of teaching French," BNEMLA, VI (Nov.-Dec. '44), 18-20. A description of an integrated French class where the fundamentals of language are not neglected but are enhanced by group and individual projects, civilization materials, etc. The aim is to broaden the point of view of the pupils not only through knowledge of French but also of France and the French people.
207. Nathan, Raymond & B. P. Brodinsky: "Speed-up language study," Par. Mag., XIX (Sept. '44), 24-25. Mastery of at least one foreign tongue will be necessary if our children are to live successfully in the postward world. There is a new urgency for languages which dictates new methods of teaching. Fluency should be the most important objective. The schools can learn much from the ASTP. If the schools can equip our children to

participate effectively in the postwar world with languages as their tools, it will be well worth the cost.

208. Neill, J. Donald: see Stanley, Richard.
209. New York University, Bureau of Public Information: "Army methods of teaching foreign languages," MFDU, XXXVI (Feb. '44), 109-110. A statement of the changes needed in college curricula before Army methods of teaching languages can be adopted.
210. Nicholas, Wm. H.: "The Worlds' Words," NGM, LXXXIV (Dec. '43), 689-700. The importance of freer communication in world relations is steadily increasing. As ever, the processes of the mind will be expressed in words. The author here describes the history of some of our words, showing their world-wide geographic distribution in origin. He also discusses the relative numbers of speakers of the languages of the world, showing how all-important it is to have an ample supply of linguists to carry on the country's work with other nations.
211. Nicholson, Helen S.: "Learning by the linguist-informant method," MLJ, XXVIII (Nov. '44), 615-619. A review of the personal experiences of the author in attending classes in Malay conducted in accordance with the linguist-informant method. She found the results significant but stresses the fact that the students were highly selected. Caution is advised in trying to apply the method to any and all classes and types of students.
212. Olinger, Henri C.: "Godspeed and best wishes to Dr. Edwin H. Zeydel," MLJ, XXVIII (Jan. '44). 3. The new Managing Editor of MLJ expresses his gratitude to the retiring Managing Editor for a job well done.
213. Olinger, Henri C.: "What others think of us," MLJ, XXVIII, April-Dec. '44. A collection of letters from eminent Americans in all walks of life giving their opinions on the importance of modern language study. An excellent supply of ammunition in the campaign for better public attitude toward language study.
214. Olinger, Henri C.: "The worst is over," MLJ, XXVIII (Jan. '44), 4-5. Foreign languages must be included in the new educational curricula after the war. They should play an even greater part in global peace than they are actually now playing in global war.
215. "One year of the intensive language program," EdV, II (15 July '43), 25. The American Council of Learned Societies has reported on the first year of the intensive language program. Some excerpts from the report are included.
216. Padín, José: "Latin American literature in North American schools," HER, XIII (Oct. '43), 323-334. We are studying Spanish and Portuguese now for political rather than purely cultural reasons. A literature is the key to the soul of a people and thus a good political approach. Latin American literatures are prolongations of their Spanish and Portuguese origins and should be approached through Spanish and Portuguese literatures. Study of Latin American literatures may be justified on grounds of political understanding exclusive of cultural traditions. Readings should be chosen from literature broadly defined in order to reach what is characteristic. In elementary schools with no foreign language program, these literatures can be made available in revised English readers. Where Spanish is taught in the grades, not only is the above material available but also material in Spanish—proverbs, fables, songs, games, folktales. There is a wealth of material available in both languages for high school work.
217. Pane, Remigio U.: "Two hundred Latin American books in English translation: a bibliography," MLJ, XXVII (Dec. '43), 593-604. A list of Latin American works available in English translation, prepared to serve as a guide to the re-education of the non-Spanish-speaking North American. This is a revision of an earlier bibliography (MLJ, XXVI, 116-122). It is divided by *genres*, with an index of authors according to their countries.
218. Pargment, M. S.: "Preparation of college teachers in modern foreign languages," ER, XXV (Jan. '44), 75-86. College teachers need training as much as do those of high school. The training should aim specifically at teaching and include oral work, phonetics, literature, history, methods and general background. It is the function of the graduate schools to do this. Candidates for advanced degrees in foreign languages are almost always prospective teachers and should be carefully selected through tests, interviews, etc. in order to establish academic, professional and personal qualifications. The same general procedure should also be used in the employment of new teachers in the colleges.
219. Pargment, M. S.: "Concentration vs. dispersion," MLJ, XXVIII (Oct. '44), 457-462. The author argues against the idea that teachers in training should be discouraged from selecting modern foreign languages as a major subject.
220. Pargment, M. S.: "What constitutes a reading knowledge of a foreign language, and how it can be acquired," FR, XVII (Dec. '43), 74-82. A defense of the "direct reading" approach. Such reading ability cannot be attained in the 2-year course. Method is all-important. Content should be graded, meaningful and interesting, not infantile. Intensive approach should combine with extensive, shifting the emphasis gradually from the former

to the latter. Good pronunciation must be taught in the beginning. Translation, at first, is a necessity, but must be progressively discarded. Grammatical material need not be great and should be "passive" rather than "active." Texts should be read more than once and in the preparation and recitation combined; three times is probably the best. These readings can be varied in type.

221. Parker, Clifford S.: "Notes on French usage—I. D'Hitler or de Hitler?" *MLJ*, XXVIII (Jan. '44), 6-7. The author discusses, with examples, the question of whether the *H* of Hitler is mute or aspirate. It is still a matter of individual preference on the part of the writer or speaker, according to this author.

222. Parker, Clifford S.: "Notes on French usage—II. Modified feminine geographical names," *MLJ*, XXVIII (March '44), 254-257. In this article, the author discusses the translation of "in" or "to" before modified feminine geographical names. Present-day usage seems to be changing from *dans* to *en*. Many examples of both are cited.

223. Parker, Clifford S.: "Notes on French usage—III. Parler (le) français," *MLJ*, XXVIII (Dec. '44), 682-684. Many textbooks of French fail to mention the frequent omission of the definite article with the name of a language *immediately after parler*. Others make such an omission a categorical rule. Examples from modern French indicate that the omission is optional without any apparent pattern of cases. Teachers should mention this permissive construction whether it is found in the textbook or not.

224. Parkhill, F.: "Languages are war weapons," *Col.*, CXIII (24 June '44), 24+. The "quickie" languages have proved invaluable to our service men, and this knowledge of a foreign tongue will make us good allies after the war.

225. Patch, Helen E.: "Winning the peace," *BNEMLA*, VI (Nov.-Dec. '44), 7-8. A hopeful message from the president of the New England MLA stressing the opportunities at hand but also warning of the pitfalls of excessive nationalism, reactionary isolationism, and return to pre-war "normalcy" with their possible adverse effects.

226. Paulsen, W.: "The ASTP experiment and our future language courses," *GQ*, XVII (Nov. '44), 167-175. The author criticizes the unwarranted optimism with regard to the ASTP program; he stresses the need for clarification of our tasks and objectives.

227. Peacock, Vera L.: "Escape from the text," *MLJ*, XXVII (Dec. '43), 556-558. Independent projects will help to free the teacher and students from the text and will tend to emphasize learning a language rather than memorizing a book. Illustrative descriptions of two such projects are outlined.

228. Peacock, Vera L.: "Foreign language clubs and the war," *SA*, XV (Oct. '43), 53-54. The war has increased the interest in foreign language clubs. These clubs give an enterprising teacher countless opportunities to foster better foreign relationships. The author discusses her successful club program, which included dinner parties, Christmas parties, talks, quiz programs, etc. The success of the programs was due principally to the fact that the pupils asked for the programs and executed them according to their own plans.

229. Peacock, Vera L.: "Le revers de la médaille," *MLJ*, XXVIII (Apr. '44), 374-377. If the language teacher returns to the beginning class as a student, he realizes the importance of some of the fundamental aspects as teaching which he has accepted as axiomatic before that. This seeing things through the beginner's eyes is a help in understanding the beginner's difficulties.

230. Pei, Mario A.: "An experiment in conversation," *FR*, XVIII (Dec. '44), 96-99. An experiment in developing conversation in a group trained primarily for reading. Topics were unprepared, realistic, natural. Intelligibility was the criterion rather than absolute perfection. The results obtained were encouraging.

231. Pei, Mario A.: "French as a world language," *FR*, XVII (March '44), 255-262. A criticism of the picture given elsewhere (cf. no. 210) of the position of French in the languages of the world. Stressing only the practical value of the French language, the author shows that it is still (even without its cultural values) one of the most important and necessary languages of the world and may well become even more so.

232. Pei, Mario A.: "The function of languages in global war," *SS*, LVIII (20 Nov. '43), 401-403. Languages are all-important in this global war for practical purposes. After the war, many new avenues of trade and communication will be open to us. We must mingle with other peoples, intercommunicate with them, speak their languages if we expect them to speak ours.

233. Pei, Mario A.: "The function of languages in the postwar world," *MLJ*, XXVIII (March '44), 280-285. Languages will be needed for practical purposes as well as for cultural purposes. In the postwar world there will be ample room for teachers of all languages, by all conceivable methods of instruction and at all levels of instruction.

234. Pei, Mario A.: "Italian as a war language," *It*, XXI (June '44), 67-71. A rectification of the false impression given elsewhere (cf. no. 210) that Italian is not a language of

primary importance. It is. Aside from its obvious cultural and literary importance, Italian is important for strategic military and economic reasons both in Europe, Africa and the Western Hemisphere.

235. Pei, Mario A.: "Languages in the postwar world," *MLJ*, XXVII (Nov. '43), 481-485. The American attitude toward languages is a symptom of our attitude toward world problems. Linguistic isolationism and linguistic imperialism must give way to linguistic collaboration if we are to convince other nations of our own desire for peace and equality among nations. The postwar world will open fields of opportunity to people who are linguistically equipped to take advantage of them.

236. Pei, Mario A.: "A letter to *Fortune*," *BNEMLA*, VI (Nov.-Dec.), 26-27. Cf. no. 237.

237. Pei, Mario A.: "Science comes to language: a reply," *F*, XXX (Dec. '44), 278. An answer to the article appearing in *F*, Aug. '44 (cf. no. 275). Numerous weaknesses and misinterpretations are pointed out and discussed. One of the chief objections is to the implication in the original article that all linguists are agreed on methods of analysis and approach; another is the implication that present teachers of modern languages are poorly equipped because they are not familiar with the methods of linguistic analysis and the linguist-informant approach.

238. Pei, Mario A.: "What languages are our soldiers up against?" *MLJ*, XXVIII (Oct. '44), 463-471. An outline of the various languages encountered by our soldiers throughout the world. It is intended to supplement an incomplete list given elsewhere (cf. no. 210). A map of the world's chief languages and their spheres of influence is included.

239. Peiser, Werner: "Objectives in teaching foreign languages to the Fascist youth," *MLJ*, XXVIII (Jan. '44), 54-59. Languages will play an important part in the reconstruction through education of the Fascist youth's ideas. Only the best equipped and trained teachers can carry through this objective.

240. Perry, J. W.: "Chemical Russian, self-taught," *JCEd*, XXI (Aug. '44), 393-398. An article by a practical chemist that should be read by language teachers (Ed. note). Continual increase in the volume of chemical research published in Russian confronts the English-speaking chemist with the problem of acquiring a reading knowledge of chemical Russian. The specific procedures and program of study here proposed reduces the time spent on grammar while stressing an early beginning in reading chemical Russian. The principles involved here are applicable to other languages and have actually been applied by the author.

241. Peters, Mary O.: "The future of languages in the postwar world," *TCJ*, XV (Nov. '43), 40-41, 45. With travel time so shortened, we must strive to become more cosmopolitan. This is a necessity if we are to have a lasting peace. Languages are a way to this goal. They should be given their rightful place in high school and college curricula. Language-equipped citizens can make a great social contribution in the present and in the postwar world where the cosmopolitan point of view is imperative and indispensable.

242. Phillips, Walter T.: see Wilder, Katharine C.

243. Powers, Francis F.: "Selected references on secondary school instruction," *SR*, LII (Feb. '44), 119-120. The author lists some foreign language references with summaries. These references deal with language instruction in the secondary school.

244. Price, W.: "New ways to learn faster," *SD*, XV (March '44), 12-16.

245. "Provisional foreign language program for the schools of New York City," *SS*, LIX (27 May '44), 375. A preliminary report on the re-evaluation of foreign language programs of the secondary schools of New York City. It is interesting to note that the first recommendation is that the normal foreign language course be six years in length.

246. Pucciani, Oreste F.: "The Cleveland Plan for the Teaching of Foreign Languages," *MLJ*, XXVIII (Oct. '44), 499-507. The author gives the history of the Cleveland Plan, and describes its methodology. Finally he treats the administration and actual organization necessary for the functioning of the plan.

247. R. W.: "War and the languages," *SS*, LX (15 July '44), 41-43. A facetious but amusing article pointing out many of the idiosyncrasies of language and languages, some well-known, others less so.

248. Rattler, T. A.: "Difficult German particles," *MfDU*, XXXV (Nov. '43), 378-393. This article discusses subjective functional relevance of exclamatory particles and suggests definitions.

249. Rebolledo, Antonio: "Some problems of teaching Spanish in the grades," *H*, XXVI (Dec. '43), 450-452. English-speaking and Spanish-speaking pupils in the Southwest should be given different instruction, in separate sections if possible. Suggestions for providing for immediate (skill) objectives and ultimate objectives such as international understanding are given.

250. Rehder, H. & W. F. Twaddell: "ASTP at Wisconsin," *GQ*, XVII (Nov. '44), 216-223.

The authors indicate the chief distinction of the work of the unit here reported: modifications of Bloomfield's general suggestions and Army directives.

251. Reindorp, Reginald C.: "Teaching English as a foreign language in Costa Rica," *MLJ*, XXVIII (March '44), 227-232. Teaching English in Costa Rica has been greatly handicapped by lack of materials, texts, etc. Nevertheless, there is a large field for English teaching in the Latin-American countries. The author gives examples of the work that has been done along these lines.
252. Reindorp, Reginald C.: "Teaching English by radio in Costa Rica," *H*, XXVI (Dec. '43), 425-428. A description of a course in English conversation given under the auspices of the Office of the Coordinator of Inter-American Affairs. Great interest among listeners is evidenced by reactions; the time had to be doubled and more advanced work instituted by popular demand.
253. "A report on foreign languages," *SS*, LX (9 Sept. '44), 167-168. A report is given on some of the language programs that will be offered in our universities this year. Some of the innovations in the teaching of foreign languages are a direct outcome of the Army's experiment with the ASTP.
254. Rice, George P., Jr.: "Instruction in modern foreign languages after the war," *NYSED*, XXXI (June '44), 662-663. The "mimi-memo" method seems to be the most effective for teaching modern foreign languages. The author gives some of the principles of the ASTP program which are adaptable to the needs and facilities of the high school.
255. Rice, Winthrop H.: "General considerations on unit lesson plans in modern language teaching," *MLJ*, XXVIII (Dec. '44), 650-654. This is an introduction to the series of specimen lesson plans. Lesson planning is an important phase of the teacher's work, especially as regards the organization of units. General principles of lesson-planning are set up and discussed.
256. Rice, Winthrop H.: "Some reflections on the use of grammatical terms," *MLJ*, XXVII (Oct. '43), 400-402. Also in *EdD*, IX (Nov. '43), 57-58. Grammatical terms are not over the heads of high school pupils. They may well be used within reason, but must be defined properly.
257. Rice, Winthrop H.: "Statement on unit lesson plan series for *MLJ*," *MLJ*, XXVIII (Nov. '44), 551. Announcement of the series of specimen unit lesson plans to be published in *MLJ* beginning in Dec. '44.
258. Rindone, Delizia: "Learning a foreign language in childhood is a must," *H*, XXVII (May '44), 166-172. It is important to learn a foreign language in childhood. The author discusses her experiment in teaching Spanish to a group of children. Bi-lingual children will become the anchors of the future.
259. Robbins, S.: "Modernizing the teaching of modern languages," *HP*, XXV (Oct. '43), 48-53. Re-evaluation of language objectives is indicated in present circumstances. The author advocates the sequence of hearing, speaking, reading, writing, with attention to all four skills. He urges new methods of testing as well as of teaching, and calls for a revision of the Regents Examinations of New York State.
260. Rogers, Major Francis M.: "Languages and the war effort: additional remarks," *MLJ*, XXVII (Dec. '43), 571-573. This article supplements one published in *MLJ*, May '43, pp. 299-309. It brings the tables contained therein up to date, in accordance with recent changes. It also illustrates the point that, in compiling vocabulary lists, a direct study of the foreign institution is necessary.
261. Rogers, G. Gilbert: "Correlating the modern languages with other subjects," *NEdJ*: XXIV (Dec. '44), 324. Correlation helps the child to see his life as a whole. Language study is a particularly fruitful field for correlation. The author describes some of his experiments and experiences correlating language with art, music, cooking, English and history.
262. Rosaldo, Renato: "An air vocabulary of 100 words in Spanish and Portuguese," *MLJ*, XXVIII (Feb. '44), 155-158. This article gives a list of 100 aviation terms in Spanish and Portuguese.
263. Rosaldo, Renato, "A practical medical vocabulary in Spanish and Portuguese," *H*, XXVII (Dec. '44), 473-481. A list of practical medical terms collected on the basis of inquiries by students and medical officers. It is arranged in three columns for English, Spanish and Portuguese (Brazilian usage given preference over Portuguese when there is a difference).
264. Rose, Ernst: "The future of the ASTP program," *GQ*, XVII (May '44), 161-162. A plea for sagacious utilization of our ASTP experience, especially as it might affect work at the high school level.
265. Rose, Ernst: "German grammar from the writer's point of view," *MLJ*, XXVIII (March '44), 261-265. This article treats grammar in composition courses and its relation to the

art of writing in a foreign language. The problems met in this field are different from those met in reading or even in speaking.

266. Röseler, R. O.: "Das Deutsch meiner Heimat," *MfDU*, XXXV (Nov. '43), 397. An entertaining little contribution to the study of dialectical slang.
267. Sayles, Thomas E.: "I learn French," *MLJ*, XXVIII (Feb. '44), 163-165. The author tells how he learned French and gives some helpful points of view. He calls for extensive reading, more attractive texts and less stress on technicalities.
268. Sciano, Vincent A.: "Some lessons learned from the Army intensive language program," *It*, XXI (Dec. '44), 186-195. This analysis examines the special features of the ASTP courses in the light of normal objectives for language study and finds them well attained. It makes constructive suggestions for application of the lessons learned to future language work.
269. Schaeffer, Rudolf F.: "The peacetime value of Army language training to the trainee," *SS*, LIX (13 May '44), 346-348. The oral approach through the "mimi-memo" method does not exclude grammar but rather uses it functionally. The exclusively oral approach in the early stages of ASTP training seems to lead to good reading ability. The whole program will put the trainee in a position to profit greatly in continued language study when circumstances permit.
270. Schaffer, Aaron: "Some recent trends in modern language teaching in the United States," *MLJ*, XXVIII (Feb. '44), 199-207. This is a statement of the history and aims of the teaching of modern foreign languages and of some recent developments in the United States. It was presented before the Educational Policy Committee of the University of Texas.
271. Scherer, G. A. C.: "The military German course," *MfDU*, XXXV (Oct. '43), 338-342. An analysis and digest of replies to a questionnaire on courses in military German.
272. Schirokauer, A.: "Radio-Deutsch," *GQ*, XVII (Nov. '44), 244-254. An article mainly for the radio commentator but it has at least incidental validity for the classroom teaching of German.
273. Schmertzing, Wolfgang von: "What should be the function of the informant?" *MfDU*, XXXVI (Oct. '44), 304-308. The author analyzes specific "shoulds" as to the personality, function and technique of informants.
274. Schueler, H.: "Foreign language teaching under the Army Specialized Training Program," *GQ*, XVII (Nov. '44), 183-191. Descriptive summary and evaluation of work done at Queens College Army program. It is the author's opinion that mastery of foreign languages is still the product not of some miraculous short-cut but of hard work.
275. "Science come to languages," *F*, XXX (Aug. '44), 133-135 & 236-240. This article deals with the approach to language teaching according to the method of the "linguistic-scientist." It glorifies many of the apparent "miracles" while neglecting to stress the fundamental hard work involved. (For an answer cf. no. 237.)
276. Server, Alberta W.: "A simple Spanish card-game," *H*, XXVII (Feb. '44), 62. The author give the rules and directions for playing a simple Spanish card-game called "Escoba."
277. Shears, Lambert A.: "The case for systematic drill in language teaching," *MLJ*, XXVIII (Jan. '44), 50-53. The author supports his belief that there is a definite place for systematic drill in language teaching with specific suggestions especially as regards stress on the swing and rhythm of language.
278. Shoemaker, W. H.: "When are high school courses college-preparatory?" *SS*, LVIII (8 Sept. '43), 212-214. The author replies to a previous article by Blayne & Kaulfers (*SS*, 11 Apr. '42). Continuation of the subject in college is neither the exclusive nor the crucial test. It would not be desirable to have too many language majors. The other fields of the curriculum need majors too. Also, it would not be wise to sever the high school course completely from the college requirements. Courses are college preparatory when they contribute to the educational growth of young men and women.
279. Simmons, E. J.: "Russian studies at Cornell," *NR*, CX (15 May '44), 674-675. The author describes the intensive program of Russian at Cornell University. Courses in civilization as well as in the language helped to make the program successful. This type of program can be effectively applied to the other liberal arts, and such an education would be an emphatic step in the direction of international understanding and cooperation.
280. Simpson, Lurline V.: "Doubleheaders," *FR*, XVII (Jan. '44), 154-156. The author describes, with samples, the game of collecting ambiguous newspaper headlines for the purpose of showing the class the necessity for clarity in expression. It would be impossible to have the usual class translate these into French but they can serve as examples of ambiguity impossible in French.
281. Simpson, Lurline V.: "Pronunciation plateaus," *MLJ*, XXVII (Nov. '43), 479-480. This

article contains several suggested devices for stimulating advancement in pronunciation in second year French classes. The second year is often a year of retrogression if the teacher makes no provision to maintain and improve pronunciation.

282. Skinner, Laurence H.: "Role of modern foreign languages in postwar education," *JAACR*, XIX (Oct. '43), 27-37. A forceful presentation of the future position of languages based on a brief historical sketch of language methodology. The stress is on language for use, but not in a narrow, strictly utilitarian sense: literatures and cultures receive their share of recognition.

283. Smith, Carl G.: "Portuguese enters the university curriculum," *MLJ*, XXVIII (Jan. '44), 40-42. Portuguese is becoming increasingly important in the college curriculum, and its popularity will continue to grow.

284. Smith, Dorothy P.: "A report on the teaching of foreign languages in the Illinois Junior College Conference," *MLJ*, XXVII (Nov. '43), 475-478. Statistics and trends resulting from a questionnaire are here reported. Analysis shows an apparent dwindling in enrolment in the group of junior colleges answering the questionnaire.

285. Smith, M. Margaret: ". . . but the patient died," *MLJ*, XXVIII (Jan. '44), 8. For three years the author personally conducted the Manasquan Experiment in teaching French in grades I to VIII. A complete description of the syllabus appeared in *MLJ*, Dec. '41, pp. 857-859. Several grave drawbacks appeared: lack of time and lack of continuity into the high school course were the chief ones.

286. Smith, M. Margaret: "Our school is perfect!" *MLJ*, XXVII (Nov. '43), 496-499. In these days of alarming rise in juvenile delinquency, language teachers need to awaken to the cause and possible prevention of crime. There is much that we can do to build sound, democratic character. This is the description of what one school did.

287. Smith, Maxwell: "The place of modern foreign languages in liberal education today," *MLJ*, XXVII (Dec. '43), 574-577. An exposé of the war and postwar need for languages together with a plea for more attention to Portuguese, Italian, Russian and Japanese, at least for specialists.

288. Smith, Paul E.: "Spanish language institute," *H*, XXVII (Oct. '44), 355-360. The author discusses the work of the first Spanish language institute held in Mexico City in the summer of 1944. This institute was one of the cooperative educational enterprises in which the U. S. Office of Education and the Department of State collaborated with the National University of Mexico and the Mexican Ministry of Public Education to plan for the special needs and interests of American teachers of Spanish. The author includes an outline of the courses offered and a list of those who attended.

289. Snow, Frank E.: "Spanish instruction by semidirect method," *MLJ*, XXVIII (Jan. '44), 9-14. The semidirect method is an efficient means toward mastery of the spoken language. Classes are conducted in the language with interruptions in the student's native tongue in order to control his comprehension.

290. Springer, Otto: "Intensive language study as a part of the college curriculum," *GQ*, XVII (Nov. '44), 224-240. The author indicates in considerable detail practical measures for incorporating intensive language training in the college curriculum.

291. Spurr, Frederick S.: "Nothing in excess," *MLJ*, XXVIII (Nov. '44), 620-623. This article reviews in their broad aspects the succession of different "methods" during the last three or four decades: grammar-translation, "direct," "reading," "sociosemantic," and "intensive" methods are discussed. The author pleads for common sense and moderation in the adoption of new ideas.

292. Spurr, Frederick S.: "Public speaking in a foreign language," *MLJ*, XXVIII (May '44), 422-424. Pupils acquire self-confidence and fluency in a foreign language public-speaking class just as they do in English. The author suggests having contests to further this advancement.

293. Stanley, Richard and J. Donald Neill: "A bibliography of recent articles on teaching about Latin America," *HER*, XIII (Oct. '43), 342-344. A selective list of 31 items from late 1941 to mid-1943 with analytical comments. The selections were made from a wide variety of reviews.

294. Steinlauf, Nathan T.: "The direct method in the year 1633," *CJ*, XL (Oct. '44), 29-30. The direct method is very old. Mention is made of the direct method of teaching foreign languages in 1633 in the *Calendar of State Papers* presented by Sir Robert LeGrys.

295. Stewart, Charles T.: "Portuguese courses in the colleges and universities of the United States, 1943-44," *H*, XXVII (Oct. '44), 351-355. This second survey shows that there has been a noticeable increase in the number of institutions offering Portuguese, the number having risen from 57 to 92. The survey reveals the significant fact that a number of institutions which formerly offered Portuguese were not doing so in 1943-44. In most cases this was due to the shortage of teachers and the abandonment of Portuguese was

temporary. A list of the schools and colleges teaching Portuguese, with the names of instructors, is included.

296. Stowell, Ernest E.: "¿Cómo se dice eso?" *H*, XXVI (Oct. '43), 303-304. The author publishes a list of current expressions selected from the magazines, reviews, newspapers and radio broadcasts of today.

297. Stowell, Ernest E.: "¿Cómo se dice eso?" *H*, XXVII (Oct. '44), 365-367. A continuation of the item listed above, no. 296.

298. Stroebe, Lilian L.: "Once more—intensive course in foreign languages," *MfDU*, XXXVI (Oct. '44), 309-313. The author takes for granted that more time for language learning is highly desirable, and is specific and emphatic concerning the pedagogic unsoundness of excessive intensification and acceleration of the learning process. She makes practical suggestions as to the best use of curricular time allowance, whether generous or otherwise.

299. Stroebe, Lilian L.: "Reflections on *The Gift of Tongues* by Margaret Schlauch," *MLJ*, XXVIII (March '44), 296-301. An appreciation and discussion of *The Gift of Tongues* by Margaret Schlauch, a book which this writer feels should be in the possession of all foreign language teachers because it will give them a better understanding of their own language as well as of foreign languages.

300. Stryker, R.: "New service popular; experience with Linguaphone records, Grand Rapids Public Library," *LJ*, LXIX (1 Dec. '44), 1020. A librarian reports on the popularity of the set of records put into circulation by her public library.

301. Sturtevant, Edgar H.: "What is a linguist?" *MLJ*, XXVIII (Nov. '44), 608-614. A definition of the special meaning of "linguist" or "linguistic scientist." He is an experienced expert in the description and analysis of unfamiliar languages which he transcribes phonemically from the speech of a native and learns while analyzing them structurally. He emphasizes the spoken form of the language and avoids application of grammatical facts of other tongues (chiefly Latin grammar) to the facts of the new one. Observation, repudiation of tradition as authority, and regarding his conclusions as mere hypotheses are the three cardinal points in back of his method of procedure. He must also know in detail the linguistic peculiarities of each of his students.

302. "A survey of language classes in the ASTP," Report of a special committee prepared for the Commission on Trends in Education of the MLA (100 Washington Square, N. Y. C. 3, N. Y., 25¢). An extensive analysis of the organization, aims, methods and results of the ASTP in language study. The conclusions drawn point to good results in terms of special purposes and limiting condition of the program. (An essential item for the understanding and knowledge of the ASTP language programs. Ed.)

303. Synnberg, M. J.: "Language teaching needs overhauling," *NS*, XXXIII (June '44), 43-44. If parents want their children to study languages, time must no longer be rationed for that purpose. Language teachers must shake off fettering traditions. The author feels that language courses must meet the lower academic standards or cease to exist.

304. Tappin, Clarence L.: "Where do we go from here?" *BNEMLA*, VI (Nov.-Dec. '44), 9-11. A high school teacher views with some alarm the emphasis on "intensive" courses while also rejecting all-out reading aims. He seeks a middle ground. In order to set language teachers to thinking he asks a series of questions on objectives designed to provide a possible solution to the problem.

305. Teller, Gertrude E.: "Methods and reading in modern languages," *GQ*, XVII (Nov. '44), 192-200. The author advocates the "natural" rather than the traditional procedures, and offers general suggestions as to the function and competent treatment of grammar and reading.

306. Thiele, F.: "Durch Volksetymologie verumumte deutsch-englische Sprachleichungen," *GQ*, XVI (Nov. '43), 183-187. This article demonstrates linguistic, semantic, and cultural values of attention to popular etymologies and cognate phenomena in general in progressive language learning.

307. Tinker, E. L.: "Will Babel be beaten?" *AS*, XIII (July '44), 322-328; discussion, *AS*, XIII (Oct. '44), 503-508. A discussion of auxiliary languages, especially IALA and Basic English. Preference is given to the former. The discussion offers a few corrections and some objections to the original article.

308. Thompson, Ella H.: "Introduce them first," *MLJ*, XXVIII (Feb. '44), 171-181. This article is a summary of a syllabus for a course in General Language written as a thesis at Cornell. It is based on both research and experience.

309. Thompson, Frank R.: see Hefler, Alden R.

310. Tropser, Vernette: "A Pan-American assembly," *MLF*, XXIX (June-Sept. '44), 67-68. The author describes an assembly program which was given for Pan-American day. The program was a quiz program, and it was most successful. One semester's preparation was necessary, but it supplied motivation for regular class work.

311. Turgeon, Arthur C.: "The Wayne University speakers' bureau. A program for stimulat-

ing student interest in French," *FR*, XVII (Feb. '44) 210-213. At the request of the local chapter of the AATF, Wayne University French staff members sent speakers to high schools, to PTA groups to speak in both English and French on a variety of topics. The results were encouraging in the interest aroused among both pupils and parents as well as among teachers.

312. Twaddell, W. F.: "On the teaching of ü and ö," *MfDU*, XXXVI (Feb. '44), 103-104. The author calls attention to an important physiological aspect of the correct production of these sounds.

313. Ullman, B. L.: "A language-centered curriculum," *Ed*, LXV (Nov. '44), 131-135. The languages are general education. Therefore, the author considers making Latin and a modern language the core curriculum in high school.

314. Vail, C. C. D.: "The Rockefeller language conference," *GQ*, XVII (May '44), 120-130. A résumé of the mimeographed report published at the conclusion of the conference. It provides stimulating opinions on: 1) intensive courses in college; 2) reading knowledge as the chief objective; 3) relationship of speaking knowledge to reading knowledge; 4) the place of phonetics and grammar in the scheme of instruction; 5) college language requirements; 6) the use of informants; 7) mechanical devices, dictionaries; 8) implementation. It stresses the need of a greater degree of coordination and cooperation between language and the social studies.

315. Vaudreuil, Blanche: "The two year general course," *MLJ*, XXVIII (Feb. '44), 113-116. The author suggests developing an oral-aural understanding of French as a preliminary to further study after high school.

316. Vittorini, D.: "What shall we teach our youth after the war?" *MLJ*, XXVIII (March '44), 271-276. Returned veterans will expect a more realistic approach in the presentation of literary history. Discrimination is needed in dealing with both classic and modern Italian literature. Art, to be truly great, must be closely related to life.

317. von Hofe, Harold: "Intensive language study at the University of Southern California," *SS*, LVIII (27 Nov. '43), 430-431. A change in the university calendar created a 5-week intercession during which two intensive courses were taught in the departments of French, German and Spanish. Several conclusions may be drawn: 1) adequate teacher-student contact must be assured by limiting the registration to 15 pupils per course; 2) the occasional presence of native speakers is invaluable. Similar programs of intensive language study are foreseen at the university in the future.

318. Wahlgren, Erik: "Area-language German: a retrospective commentary," *MLF*, XXIX (June-Sept. '44) 69-84. The author describes in detail his experiences and methods used in teaching ASTP German. He did not discover any "new" methods. Under comparable conditions, any language teacher could achieve the same results. The ASTP language courses were a practical answer to a desperate problem. If America learns foreign languages and learns them well, that problem need not arise again. Linguists must have an increasing voice in the political as well as in the educational councils of the nation.

319. Walsh, Donald D.: "The private school and the war," *BNEMLA*, VI (Nov.-Dec. '44), 21-22. The private school is not faced by the enrolment problem as far as languages are concerned, but it does face the problem of methods. The author describes the type of work done in language classes at this school.

320. Walsh, Donald D.: "Spanish diminutives," *H*, XXVII (Feb. '44), 11-20. The diminutive endings in Spanish are probably more frequent and have a greater variety of meanings than in any other European language. The author publishes a list of examples selected from modern Spanish-American literature, classified according to parts of speech and subdivided according to connotations.

321. Webster, P. M. & Walter V. Kaulfers: "The matched-pair method in the teaching of conversational Spanish," *MLJ*, XXVIII (Dec. '44), 662-664. A description of the technique of using first and second (Vd) forms in developing conversation through questions and answers.

322. Wheatley, Katherine E.: "The use and abuse of English equivalents in the teaching of French vowel sounds," *FR*, XVII (Jan. '44), 160-164. The use of English equivalents for French vowel sounds is dangerous. It can be effective only if the English sound is the one which the student himself uses. There is generally no one English sound for a given vowel and care must be taken to select the "dialect" of the student as the point of comparison. Extensive discussion of selected sounds illustrates the principles expressed.

323. White, Emilie M.: "Foreign languages—for war and peace," *JNEA*, XXXIII (Feb. '44), 49. The war has given new importance to the teaching of foreign language. The author describes the methods used in the ASTP. The language students of today may "speak the word" that will help to make the peace and the postwar adjustments that will have to be made in many countries and with people speaking in many tongues.

324. White, Emilie M.: "Foreign language week in the Washington (D.C.) public schools,"

MLJ, XXVII (Nov. '43), 502-504. Language teachers of the public schools of the District of Columbia unite in an effort to reveal values of foreign language study for school and community by organizing the first "foreign language week." The program is described.

325. Whyte, John: "Die gebildete Umgangssprache" and our college grammars: the German present tense in future meaning," GQ, XVII (May '44), 131-134. A plea for an elementary German grammar based on present-day colloquial speech. The present tense with future meaning is used to point out the author's principles.

326. Wilder, Katharine C. & Walter T. Phillips: "A Spanish club experiment with fifth-grade boys," H, XXVII (Feb. '44), 56-60. The authors describe their experiment teaching Spanish to five fifth-grade boys. The teaching was informal, accomplished mostly through games played in Spanish. An examination proved the results to be very much worthwhile.

327. Willey, Norman L.: "Nomenclature of the German subjunctive," MLJ, XXVIII (March '44), 266-270. Using the terms "subjunctive 1" and "subjunctive 2" to name the German subjunctive usages has certain logical advantages but more practical disadvantages.

328. Wills, Elida: "Environmental vocabulary," MLJ, XXVIII (March '44), 239-245. The author publishes a list of environmental terms in Spanish arranged in short conversational groupings.

329. Withers, A. M.: "A call for Cicero and Vergil," MLJ, XXVII (Nov. '43), 494-495. A plea that Latin be pursued long enough to make it a source of indispensable strength for those who continue in English and the modern foreign languages.

330. Withers, A. M.: "The classics through modern language spectacles," Ed., LXV (Nov. '44), 183-188. Many college-graduates, to say nothing of the general public, are sadly deficient in a mastery of English and other modern languages. The classics would give us the fundamental language facilities necessary for this mastery.

331. Withers, A. M.: "Contra-defeatism," CB, XXI (Oct. '44), 6-7. Defeatism is not in order on the classics front: Latin is an actual shortcut to knowledge of several languages including English.

332. Withers, A. M.: "The humanities are not 'pistol-packers,'" SS, LIX (6 May '44), 331-332. The humanities can have small hope of gaining even a moderate hold upon the masses of our "humanity," because the learner must participate just as thoroughly and heartily as the teacher in the strain and effort involved. The teachers should do what they professionally can to start the machine running. There their responsibility ends. These things cannot be forced upon the learner.

333. Withers, A. M.: "Let's be better subscribers," SS, LX (2 Dec. '44), 365-367. Two regrettable conditions are prevalent among teachers: narrowness of reading, and failure to support essential professional magazines. We should all go outside the sphere of our specialization in our reading. Teachers should put emphasis on subscribing to professional magazines instead of on attending conventions and "mass meetings."

334. Withers, A. M.: "On boiling down," CO, XXI (March '44), 2+. Friends of language and literature can hardly rest complacent when they consider our now long-continuing linguistic and literary malnutrition. The world, and especially *our* part of it, needs to be reminded constantly that we cannot live intellectually and spiritually on "boiled down" things alone.

335. Withers, A. M.: "On the values of studies," CO, XXII (Dec. '44), 30-31. The author replies to an article by Prof. Thorndike in SS (6 March '44). He states that Thorndike's report has little, if anything, to do with such a determination of the values of studies as will impress a cultivated citizen.

336. Withers, A. M.: "An open letter to teachers of mathematics," MT, XXXVII (May '44), 212-214. Languages and mathematics should be strong and close, and publicly-announced allies. The "first" things must be distinguished from the "second" things in the curriculum, not because they are more indispensable or more important but because they make maturity possible and accelerate its coming. Since mathematics and languages represent those "first" things, they are natural allies.

337. Withers, A. M.: "Some styles of decline in American education," EdF (Nov. '44) pp. 104-109. The author discusses some of the unhealthy trends that are prevalent in American education today.

338. Withers, A. M.: "War on 'Language teaching goes to war,'" SS, LVIII (30 Oct. '43), 346-348 and H, XXVII (Feb. '44), 70-71. A reply to the article "Language teaching goes to war," (SS, 3 Apr. '43) by C. R. Walker. Particular objection is offered to the idea that Spanish is "easy."

339. Wittenborn, J. R. & R. P. Larsen: "Empirical evaluation of study habits in elementary German," JAP, XXVIII (Oct. '44), 420-430. An investigation of study habits conducted by a questionnaire of 42 items with "yes-no" answers. The conclusions drawn as regards

study habits are rather vague and not fully discussed. The authors seem more interested in method than in results.

340. Wittenborn, J. R. & R. P. Larsen: "Factorial study of achievement in college German," *JEdP*, XXXV (Jan. '44), 39-48. Report on the results of a battery of 22 tests and other items used to determine achievement. The interpretation here reported bears more on the indications of psychological testing methods than on the actual achievement in German. The authors recommend the use of factor analysis as an exploratory tool.
341. Woelfel, Margarete: "Modern foreign languages after the war," *MQ*, IV (March '44), 75-83. The war has emphasized the importance of foreign languages and they will be even more necessary in a post-war world than previously. Longer and more intensive language study should make us better world citizens and should contribute to a lasting peace.
342. Wood, J. Wm., Jr.: "On checking grammar proficiency in French classes of the upper secondary school level," *MLJ*, XXVII (Oct. '43), 398-399. Teachers of French need to find a suitable check for the students' proficiency in grammar. Pupils in preparatory schools have a widely varying background, therefore a rapid review in grammar is necessary. The author found the *French Drill and Test Pad* published by Holt to be one solution to this problem.
343. Wooley, E. O.: "Five decades of German instruction in America," *MfDU*, XXXVI (Nov. '44), 359-370. The author surveys the ups and downs of language teaching during the past 50 years in America. He comes to the conclusion that by 1950 a new Foreign Language Study will *discover* (once more) reading ability as the principal (immediate) objective, for which the author gives due recognition to the oral approach.
344. Zellars, Wm. C.: "Spanish for adults in Louisiana," *H*, XXVII (Feb. '44), 51. The author describes the program developed in his state for adults learning Spanish. The aims of the program are: 1) to prepare men and women now in the armed forces for possible service in Latin America; 2) to equip these same men and women to fit into some place of our postwar relations with neighboring republics; 3) to enable various students whose education has been interrupted by the war to study toward their degrees while still in service.
345. Zeydel, Edwin H.: "The ASTP courses in area and language study," *MLJ*, XXVII (Nov. '43), 459. An expression of the Editor's attitude toward ASTP courses, and a call to teachers, administrators and the public to observe and learn the importance of the approach used.
346. Zeydel, Edwin H.: "The Editor bids adieu," *MLJ*, XXVII (Dec. '43), 537. The farewell of Professor Zeydel, retiring from the editorship of the *MLJ* in favor of Professor Henri C. Olinger of New York University.

#### IV

In the compilation of the following classification, no attempt has been made to register items under every topic mentioned in each individual article; only topics occupying a more or less important place have been used as criteria. The figures in ( ) indicate the number of items in the particular classification.

- I. Aims and Objectives (35): 1, 18, 25, 26, 34, 38, 45, 54, 69, 91, 104, 108, 109, 128, 133, 134, 136, 147, 159, 173, 179, 181, 183, 194, 199, 207, 239, 258, 269, 270, 282, 303, 304, 314.
- II. ASTP, "Army method," "Intensive method," "Linguist-Informant method" (68): 3, 4, 5, 6, 10, 11, 18, 26, 29, 30, 37, 48, 50, 51, 66, 76, 79, 84, 85, 87, 93, 94, 96, 98, 101, 103, 104, 111, 116, 132, 134, 135, 141, 153, 161, 166, 191, 195, 196, 200, 203, 209, 211, 224, 226, 236, 237, 250, 253, 264, 268, 269, 271, 273, 274, 275, 290, 298, 301, 302, 304, 314, 317, 318, 323, 338, 345.
- III. Aural-oral, Conversation, Phonetics, Pronunciation (37): 10, 19, 22, 26, 36, 42, 43, 55, 58, 59, 60, 61, 62, 75, 82, 96, 97, 100, 104, 114, 118, 123, 129, 130, 133, 135, 137, 141, 169, 221, 230, 281, 292, 312, 314, 321, 322.
- IV. Bibliography, Surveys, Statistics, Reports (28): 28, 48, 63, 73, 105, 106, 112, 113, 126, 131, 168, 184, 215, 217, 243, 253, 279, 284, 285, 288, 293, 295, 302, 314, 317, 324, 339, 340.
- V. Correlation, Integration (4): 140, 206, 261, 314.
- VI. Curriculum planning, Administration (36): 14, 23, 35, 47, 53, 71, 108, 117, 127, 132, 136, 138, 153, 159, 162, 168, 173, 175, 207, 209, 245, 246, 249, 268, 270, 278, 282, 283, 287, 290, 303, 304, 313, 315, 319, 344.
- VII. European Relations, the War, the Postwar (37): 18, 20, 21, 49, 52, 65, 69, 77, 78, 81, 109, 110, 134, 159, 174, 181, 185, 193, 198, 214, 225, 231, 232, 233, 234, 235, 238, 239, 241, 247, 254, 260, 269, 282, 316, 323, 341.

VIII. Films, Radio Recordings (5): 61, 114, 252, 272, 300.

IX. Foreign Language Values (16): 65, 70, 89, 91, 95, 139, 143, 152, 155, 171, 176, 179, 182, 197, 288, 335.

X. General Language, Auxiliary language (9): 7, 52, 53, 72, 95, 119, 202, 307, 308.

XI. Grammar and Syntax; Composition (31): 8, 12, 13, 14, 15, 16, 17, 44, 45, 90, 118, 121, 124, 130, 148, 163, 167, 168, 180, 189, 190, 221, 222, 223, 248, 256, 265, 320, 325, 328, 342.

XII. Latin-American Relations (12): 7, 31, 56, 64, 67, 68, 120, 145, 160, 165, 216, 310.

XIII. Lesson Planning (2): 255, 257.

XIV. Miscellaneous (not classifiable elsewhere) (14): 212, 213, 251, 286, 299, 311, 330, 331, 332, 333, 336, 337, 343, 346.

XV. Motivation and stimulation (8): 2, 54, 128, 137, 147, 170, 205, 280.

XVI. Prognosis, Continuance (2): 47, 315.

XVII. Psychology of Learning, Techniques of Instruction, Methods (22): 2, 29, 33, 41, 62, 74, 90, 96, 97, 130, 137, 149, 244, 281, 289, 291, 294, 303, 305, 312, 319, 321.

XVIII. Reading, Methods, Materials, Values (17): 46, 88, 130, 135, 141, 154, 158, 177, 192, 204, 216, 220, 240, 267, 305, 314, 334.

XIX. Realia, Civilization, Cultures, Clubs, Socialization, Activities (17): 9, 40, 92, 99, 140, 142, 144, 145, 146, 187, 201, 216, 227, 228, 276, 280, 327.

XX. Teacher qualifications, Graduate Work (7): 83, 86, 124, 188, 218, 219, 229.

XXI. Testing, Appraisals, Evaluation (7): 39, 106, 151, 157, 339, 340, 342.

XXII. Vocabulary, Language, Orthography (29): 27, 32, 70, 72, 78, 83, 102, 121, 125, 139, 142, 144, 149, 156, 170, 172, 186, 192, 210, 260, 262, 276, 296, 297, 299, 306, 320, 329.